For entry to university or college in 2013

UK Qualifications

This guide provides accurate and up-to-date information about a wide range of pre-HE qualifications and entry routes to HE. The publication is intended primarily to be a working manual for admissions tutors and staff involved in admission and related activities in universities and colleges. It should also be useful for staff in schools, colleges and careers services who advise applicants on entry to HE.
The purpose of this guide is to provide accurate and up-to-date information about pre-HE qualifications and other entry routes to HE. It is intended primarily to be a working manual for admissions tutors in HEIs. 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.

The inclusion of any qualification does not imply recognition or endorsement of that qualification on the part of UCAS or HEIs, for the purposes of entry to HE in the UK. Similarly, absence of any qualification in the guide does not imply intended lack of recognition.

UCAS would be pleased to receive comments and suggestions about the format and content of this publication for the benefit of future editions. Please address comments to:

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Qualifications in England, Wales and Northern Ireland

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The Qualifications and Credit Framework

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Applied Qualifications
Diploma
Extended Project

Baccalaureates/International Qualifications
AQA Baccalaureate
Cambridge International Examinations
- Cambridge Pre-U Certificate (Principal Subject)
- Cambridge Pre-U Certificate (Short Course)
- Cambridge Pre-U Diploma
- Cambridge Advanced International Certificate of Education Diploma (AICE)
- Cambridge International GCE Advanced and Advanced Subsidiary level/Higher School Certificate (International GCE A and AS level/HSC)
- Cambridge International General Certificate of Secondary Education (IGCSE)
- Cambridge International Diplomas

European Baccalaureate (EB)
International Baccalaureate (IB)
- International Baccalaureate Diploma (IB)
- Award of International Baccalaureate Courses
- International Baccalaureate Career-related Certificate
- International Baccalaureate Middle Years Programme (MYP)
- International General Certificate of Secondary Education (IGCSE)
- Cambridge International Examinations
- Welsh Baccalaureate Advanced Diploma (WBAD)

General Qualifications
Access to Higher Education Diploma
Advanced Extension Award (AEA)
Bedales Assessed Courses
Diploma in Foundation Studies (Art and Design) (NQF)
Free-Standing Mathematics Qualifications (FSMQ)
General Certificate of Education Advanced level (GCE A level, A level)
General Certificate of Education Advanced Subsidiary level (AS level)
General Certificate of Education Advanced Subsidiary level in Applied Subjects (GCE AS/AS Double Award / A level/VA level Double Award in Applied Subjects)

ICCE International Certificate of Christian Education
Malvern Literature Certificate
Sevenoaks School Certificate (SSC)

Music/Performing Arts Qualifications
Associated Board of the Royal Schools of Music (ABRSM) Qualifications
- ABRSM Graded Exams in Music Performance and Music Theory
- Diploma in the Principles of Instrumental/Vocal Teaching (DipABRSM)
- Licentiate in Instrumental/Vocal Teaching (LRSM)
- Fellowship in Music Education (FRSM)
- Diploma in Music Direction (DipABRSM)
- Licentiate in Music Direction (LRSM)
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<table>
<thead>
<tr>
<th>A</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>AA</td>
<td>Advanced Apprenticeship</td>
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<tr>
<td>ABC</td>
<td>ABC Awards</td>
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<tr>
<td>ABL</td>
<td>Awarding Body Linkage</td>
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<td>ABRSM</td>
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<tr>
<td>ACAC</td>
<td>Curriculum and Assessment Authority for Wales (no longer current)</td>
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<tr>
<td>ACACAC</td>
<td>Awdurdod Cymwysterau Cwricwlwm Ac Aseyes Cymru/Qualifications, Curriculum and Assessment Authority for Wales (now DCELLS)</td>
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<td>ACER</td>
<td>Australian Council for Education Research</td>
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<td>Associate of City and Guilds Institute</td>
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<tr>
<td>ADA</td>
<td>Advanced Double Award</td>
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<tr>
<td>ADES</td>
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<td>AEA</td>
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</tr>
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<td>AGNVQ</td>
<td>Advanced General National Vocational Qualification (no longer current)</td>
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<td>AH</td>
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<tr>
<td>AICE</td>
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<td>Award in Digital Applications</td>
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<td>ALCC</td>
<td>Associate of London Chamber of Commerce and Industry</td>
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<td>AD</td>
<td>Alternative Ordinary Level</td>
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<tr>
<td>APEL</td>
<td>Accreditation of Prior Experiential Learning</td>
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<td>Award Scheme Development and Accreditation Network</td>
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<td>The British Horse Society</td>
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<td>Department for Business Innovation and Skills</td>
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<td>BioMedical Admissions Test</td>
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<td>DAE</td>
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<td>CAS</td>
<td>Creativity, Action, Service</td>
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<td>Credit Accumulation and Transfer System</td>
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<td>Confederation of British Industry</td>
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<td>Northern Ireland Council for the Curriculum, Examinations and Assessment</td>
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<td>Council for Citizenship and Learning in the Community</td>
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<td>Certificate in Childhood Practice</td>
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<td>CCP</td>
<td>Contact Centre Professional</td>
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<td>Common European Framework of Reference for Languages</td>
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<td>Certificate in Financial Services Practice</td>
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<td>Centre for Recording Achievement</td>
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<td>Department for Education, Lifelong Learning and Skills</td>
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<td>Diploma in Playwork</td>
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<td>European Baccalaureate</td>
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<td>Global Online Assessment for Learning</td>
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<td>Licentiate of City and Guilds Institute</td>
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<td>London College of Music (no longer current)</td>
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<td>London College of Music and Media</td>
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<td>Learning and Teaching Support Network</td>
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<td>National Council for Educational Excellence</td>
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<td>Northern Examinations and Assessment Board (no longer current)</td>
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<td>National Institute of Adult Continuing Education</td>
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<td>Northern Ireland Credit Accumulation and Transfer System</td>
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<td>Northern Ireland Council for the Curriculum, Examinations and Assessment (often abbreviated to CCEA)</td>
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<td>Northern Ireland Schools Examinations and Assessment Council (no longer current)</td>
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<td>Northern Ireland Schools Examinations Council (no longer current)</td>
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<td>National Nursery Examination Board (no longer current)</td>
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<td>National Open College Network</td>
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<td>National Qualifications Framework</td>
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<td>National Record of Achievement</td>
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<td>Northern Universities Consortium for Credit Accumulation and Transfer</td>
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<td>National Union of Students</td>
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<td>National Vocational Qualification</td>
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<td>O</td>
<td>Ordinary level (no longer current)</td>
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<td>Oxford and Cambridge Examinations and Assessment Council (no longer current)</td>
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<td>Open College Network</td>
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<td>Oxford, Cambridge and RSA examinations</td>
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<td>Office of the Qualifications and Examinations Regulator</td>
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<td>Option Internationale du Baccalauréat</td>
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<td>Ordinary National Diploma</td>
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<td>Open University</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>Professional Development Planning</td>
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<td>Progress File Implementation Group</td>
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<td>Quality Assurance Agency for Higher Education</td>
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<td>QAN</td>
<td>Qualification Accreditation Number</td>
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<td>Qualifications and Curriculum Development Agency (no longer current)</td>
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<td>Qualifications and Credit Framework</td>
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<td>Quality Improvement Agency</td>
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<td>RTS</td>
<td>Regulatory IT System</td>
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<td>Scottish Advisory Committee on Credit and Access</td>
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<td>SBA</td>
<td>Scenario-Based Assignment</td>
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<td>SBG</td>
<td>School Based Syllabus</td>
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<td>SCAA</td>
<td>School Curriculum and Assessment Authority (no longer current)</td>
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<td>SCAVA</td>
<td>Standing Conference of Authorised Validating Agencies</td>
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<td>Scottish Certificate of Education (no longer current)</td>
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<td>SCOP</td>
<td>Standing Conference of Principals (now GuildHE)</td>
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<td>Scottish Technical Educational Council (no longer current)</td>
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Qualifications in England, Wales and Northern Ireland
Introduction

PURPOSE OF THE PUBLICATION
This publication is designed to help those handling admissions in member institutions of the applications systems administered by UCAS (UCAS, GTCR, CUKAS and UKPASS) to understand fully the various qualifications which applicants are likely to offer for entry to HE in Autumn 2013.

It provides an alphabetical listing of current qualifications and a separate listing of phased out "legacy" qualifications. It flags up forthcoming developments in order to inform HEIs' preparatory work of establishing and publishing their admissions policies and entry requirements.

HE admissions officers find themselves embracing frequent and rapid changes to the pre-HE qualifications landscape. Applicants to HE increasingly come from diverse backgrounds and offer a wide range of qualifications and entry routes. HE admissions officers and staff therefore need to be familiar with, and responsive to the full range of qualifications including those accredited into the Qualifications and Credit Framework (QCF), lifelong learning, work-related learning, experiential learning (which can be accredited through APEL), apprenticeships etc.

Good practice in the HE admissions process calls for a high level of transparency and accountability. If HE is to be able to recognise potential and treat all applicants in an equitable manner on their merits, admissions officers and staff need to have a full working knowledge and understanding of all major qualifications and entry routes into HE. This is essential if they are to operate fair and inclusive admissions policies and widen participation successfully without compromising standards.

This publication is intended to be an objective and authoritative source of information to support HEIs in operating the admissions process professionally and equitably on the basis of informed judgements about qualifications offered for entry to HE. It includes information about the current UCAS Tariff scores for each qualification where these were available at the time of writing. Further announcements will be made during 2012-13 and readers are invited to check the UCAS website for updated information – www.ucas.ac.uk/advisers/ucas_tariff/. It should be noted that at the time of writing UCAS is undertaking a Review of Qualifications Information including the UCAS Tariff but that the outcomes of the Review are not expected to affect 2013 entry to HE. For up to date information on the Review, please see www.ucas.com/qireview.

Whilst the Qualifications Information Review is being undertaken, the UCAS Board took the decision to suspend the assessment of new qualifications for inclusion in the UCAS Tariff. This decision did not affect any qualifications already on the Tariff, or any information published by institutions regarding their use of Tariff points. The UCAS Board will be invited to revisit this decision once the outcomes of the QIR are known. For up-to-date information regarding the UCAS Tariff and getting qualifications assessed for UCAS Tariff points, please visit the UCAS website or email tariffqueries@ucas.ac.uk

This publication will also be a valuable resource for advisers, teachers and guidance staff in schools, colleges, advisers and other agencies to inform the guidance they give to potential applicants to HE on their choice of pre-HE programme and the currency of qualifications for entry to HE. For that purpose this publication should be used in conjunction with the UCAS Course Search facility on the UCAS website – www.ucas.ac.uk/students/coursesearch/ – which gives detailed information on the acceptability of qualifications for each course and the relevant entry requirements. For most courses the Entry Profiles on Course Search give more detailed information.

QUALIFICATIONS AND CREDIT FRAMEWORK
A recent development has been the introduction of the Qualifications and Credit Framework (QCF), which is a new framework for creating and accrediting vocational qualifications in England, Wales and Northern Ireland. The QCF recognises achievement through the award of credit for units and qualifications. By the end of 2010, most vocational qualifications were accredited onto the QCF and the QCF has largely replaced the National Qualifications Framework (NOF) for vocational qualifications.

Further information on the QCF can be found in the section following the introduction.

GROUP OR OVERARCHING AWARDS
HEIs need to be aware of the challenges which increasingly arise from the growth of group or overarching awards or baccalaureates. Recent additions include the Advanced and Progression Diplomas, AGA Baccalaureate, Pre-U Diploma, the Scottish Baccalaureate and the Welsh Baccalaureate Qualification (WBQ).

The main feature of such awards is the creation of a large coherent programme of study which will typically occupy most or all of the learner’s time, and often include skills development and a project. They can roughly be divided into those which consist of purpose-built components such as the IB and the Pre-U Diploma (where the options are made up of Pre-U Principal Subjects or a combination of these and A levels), and those which package existing qualifications such as the WBQ and AQA Bacc, both of which include A levels or other existing qualifications. The WBQ has a substantial compulsory core consisting of key skills, work-related education, personal & social education, and Wales, Europe & the World, and options of two A levels or equivalent. The WBQ now has provision to incorporate the Principal Learning of Diplomas. The latter is accredited as a separate qualification – Principal Learning (Wales). The AQA Bacc requires completion of three A levels, an AS in General Studies, Critical Thinking, Citizenship, Science in Society or World Development, the Extended Project and curriculum enrichment.

14-19 Diplomas are applied qualifications which are structured around Principal Learning, a qualification which can also be stand alone and which delivers the vocational content in each Diploma line. As well as Principal Learning, each Diploma includes functional skills, personal learning and thinking skills, work experience and a project. The Advanced Diploma also includes Additional and Specialist Learning (ASL) which can be chosen from a substantial catalogue of other qualifications, including A levels.

Following the Wolf review and regulatory changes to place the Diploma on the same terms as other qualifications, awarding organisations have decided that they will not be offering the full Diploma from September 2012. However, the main components of the Diploma will continue to exist as qualifications in their own right, and schools and colleges will be able to continue offering all of the learning that they do currently – albeit no longer under the Diploma brand. Edexcel, OCR and VCTC have said that they will continue to offer Principal Learning qualifications.
In general group or overarching awards provide added value and arguably the achievement may be greater than the sum of the parts. However, this is where challenges arise for HE admissions. A group award such as the IB is significantly larger than the typical A level entry requirement of three A levels, and issues arise of equitable treatment of applicants offering large programmes of study.

In the case of the IB the offer is typically based on the overall numerical score for the qualification as a whole, but where a group or overarching award packages existing qualifications there is the possibility that HEIs may unpack the qualification into its components and base entry requirements and conditional offers on achievement in components, potentially undermining the integrity of the award as a whole.

It is recommended that HEIs frame entry requirements and offers which respect the achievement of the award as a whole, while setting hurdles in individual components where this is considered appropriate.

Breadth is a feature of group or overarching awards but can take a number of forms. The IB Diploma requires achievement in a number of domains and therefore guarantees substantial breadth. Typically group or overarching awards which package existing qualifications eg AQA Bacc and WBQ do not impose any rules of combination on the optional qualifications and therefore the choice of A levels can provide either breadth or specialism. The breadth in such group awards is provided by the generic elements for example key skills, General Studies etc. The project can contribute to breadth but may often be related to the main subject(s) of study, and in Diplomas it is a requirement that the project should be related to the subject line of the Principal Learning. Diplomas have a substantial amount of applied learning within a single subject line, but it should be noted that these lines are themselves very broad. The ASL of Diplomas can be used either for breadth and contrast or for additional specialism in the subject line. Thus Diplomas can be either broad or specialised, but in all cases they involve generic functional skills and personal learning and thinking skills.

PROJECTS
Increasingly group awards include a project which can potentially be a valuable preparation for study within HE. This is a mandatory feature of Diplomas, the IB (Extended Essay), the WBQ (Individual Investigation), the Pre-U Diploma (Independent Research Report) and the Scottish Baccalaureates (Interdisciplinary Project). In most cases the candidate, in consultation with the centre, has freedom of choice of topic, but for Diplomas the topic must relate to the Principal Learning subject line, and the Scottish Baccalaureate will require the project to be interdisciplinary.

The Extended Project will be widely available for learners taking A levels and other qualifications and should be a valuable adjunct to such programmes, offering potential for either breadth or greater depth. The project can take a number of forms, for example Dissertation, Investigation/Field Study, Performance or Artefact. However, in every case a Production Log is completed by the learner and verified by the supervisor, and the candidate is required to produce a written report, evidence and a presentation, giving structure and rigour to the process.

In the context of an A level programme the Extended Project is not mandatory. If HEIs consider it to be of value to support progression to HE, they are urged to encourage its uptake and to include it in entry requirements and conditional offers if that is felt appropriate. Entry Profiles could be used to give guidance on good uses of the Extended Project to support progression to particular HE courses.

OFQUAL'S NEW ROLE
On 1 April 2010 the Apprenticeships, Skills, Children and Learning Act formally established Ofqual as a non-ministerial Government department, reporting directly to Parliament and the Northern Ireland Assembly. The key change instigated was a shift in focus from accrediting qualifications to regulating awarding organisations. A consultation period came to an end at the beginning of February 2011, which aimed to establish their requirements and how best to respond to the responsibilities inherited from QCDA. Ofqual continue to be responsible for maintaining standards, improving confidence and distributing information about qualifications, examinations and assessments.

As part of the responsibilities inherited from QCDA, and to fulfil their statutory obligation to inform the public about regulated organisations and qualifications, Ofqual are now also responsible for the Register of Regulated Qualifications. This replaces the National Database of Accredited Qualifications (NDAQ), previously maintained by QCDA. The main difference between the two systems is that whereas NDAQ contained details of all accredited qualifications, the Register contains details of all regulated qualifications. This ties into Ofqual’s new role regulating awarding organisations, rather than accrediting qualifications.

The new Register of Regulated Qualifications can be found at the following link: http://register.ofqual.gov.uk/

STUDENT NUMBER CONTROLS FOR 2013 ENTRY
The Higher Education Funding Council for England (HEFCE) caps the number of publicly-funded undergraduate places for home and EU students at English institutions. This is necessary to help control the budget for student finance. HEFCE introduced a new number controls for entry into higher education at English institutions in 2012. Universities and colleges were given the freedom to expand their number of places for highly-qualified applicants - defined as those holding AAB+ at A level or equivalent.

For 2013 entry, HEFCE have moved the AAB+ and equivalent to ABB+ and equivalent. This means that applicants who achieve ABB+ and equivalent will not count towards an institutions core numbers.

Further information regarding this policy and the full HEFCE ABB+ and equivalent list can be found on the HEFCE and UCAS websites.

WOLF REVIEW
From 2014, only 70 'equivalent' qualifications will count in school GCSE performance tables following the recommendations of Professor Alison Wolf’s review of vocational education. The key recommendations of the review were:

- Incentivising young people to take the most valuable vocational qualifications pre-16, while removing incentives to take large numbers of vocational qualifications to the detriment of core academic study.
- Introducing principles to guide study programmes for young people on vocational routes post-16 to ensure they are gaining skills which will lead to progression into a variety of jobs or further learning, in particular, to ensure that those who have not secured a good pass in English and mathematics GCSE continue to study those subjects.
- Evaluating the delivery structure and content of Apprenticeships to ensure they deliver the right skills for the workplace.
- Making sure the regulatory framework moves quickly away from accrediting individual qualifications to regulating awarding organisations.
- Removing the requirement that all qualifications offered to 14- to 19-year-olds fit within the Qualifications and Credit Systems framework.
Framework, which has had a detrimental effect on their appropriateness and has left gaps in the market.

- Enabling FE lecturers and professionals to teach in schools, ensuring young people are being taught by those best suited.

Further information regarding the Wolf review can be found on the Department for Education’s website.

**WELSH QUALIFICATIONS REVIEW**
The Welsh Government launched a review of qualifications for 14-19 year olds in Wales in September 2011. The Review will make recommendations for consideration by Welsh Ministers in November 2012. It aims to create a clear and simple system based on coherent programmes of learning, with relevant, valued, internationally recognised qualifications underpinned by assessment that is robust, valid and proportionate and which will help drive improvements in literacy and numeracy. Welsh Ministers have indicated that no significant changes will be made to qualifications in Wales during the review, and that any changes in the future will take into account its recommendations.

**CURRICULUM FOR EXCELLENCE**
Curriculum for Excellence seeks to build upon the principle of a broad general education whilst also allowing for flexibility of study and stretches from the age of three to S3 and from S4 to S6.

The purpose of the curriculum is to ensure all children and young people in Scotland develop the knowledge, skills and attributes they require to flourish in life, learning and work. The curriculum is focused on four capacities:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

Further information can be found in the “Qualifications in Scotland” section of this guide.

**A LEVEL REFORM**
During the collation of this publication, Michael Gove (Secretary of State for Education) announced his intention to reform A levels to ensure that their ‘single, most important purpose’ is to prepare individuals for higher education. The Minister feels that universities should have greater involvement in the design and content of A levels and that this should occur during the creation of the qualification and after each examination cycle. Awarding organisations will be asked to provide evidence of involvement from higher education before the qualification is accredited. It is the Department for Education’s desire that these new A levels are launched in 2014, with the first examination in 2016.

At the time of writing the outcomes of the Ofqual Consultation had not been published.
The Qualifications and Credit Framework (QCF)

The QCF 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 (DfES) and Northern Ireland (CCEA), is responsible for regulation of the Qualifications and Credit Framework (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 recognises 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 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 National Qualifications Framework (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.
Qualifications currently offered

**ABC Awards level 3 Diploma in Fashion Retail [501/1540/6]**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 (5 units) and a minimum of 32 credits from the level 3 optional units in Group B.

For further details see www.abcawards.co.uk/retail/-warehousing-/distribution/retail/.

The qualification equates to a minimum of 576 GLH.

**ASSESSMENT METHOD:**
Internally assessed and internally and externally moderated.

**GRADING SYSTEM:**

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<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
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<tbody>
<tr>
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<td>Merit</td>
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<td>Pass</td>
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**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 Exams in Music Performance and Music Theory**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 = level 2
Grades 6–8 = level 3

**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 process.

The standard of the exam is set by the pass marks and looking for, eg 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.

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<tr>
<td>Grade 8 Merit</td>
<td>25</td>
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<tr>
<td>Grade 8 Pass</td>
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<tr>
<td>Grade 7 Distinction</td>
<td>20</td>
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<tr>
<td>Grade 7 Merit</td>
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<tr>
<td>Grade 7 Pass</td>
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<tr>
<td>Grade 6 Distinction</td>
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<tr>
<td>Grade 6 Merit</td>
<td>10</td>
</tr>
<tr>
<td>Grade 6 Pass</td>
<td>5</td>
</tr>
</tbody>
</table>

QUALITY ASSURANCE:
This is provided by the Examinations Board, which comprises two delegates from each of the four Royal Schools of Music in the UK and is chaired by the Principal of one of the Royal Schools, with ex-officio membership for the Chief Executive and Chief Examiner.

The entire assessment process takes place under the supervision of the Examinations Board 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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:
A Diploma Board oversees all matters relating to diplomas. As well as ratifying procedures and monitoring decisions taken by its committees, the Diploma Board 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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 in the instrument presented or a permitted substitution.
LRSM – DipABRSM (Music Direction) in the instrument presented or a permitted substitution.
FRSM – LRSM (Music Direction) in the instrument presented 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:
A Diploma Board oversees all matters relating to diplomas. As well as ratifying procedures and monitoring decisions taken by its committees, the Diploma Board advises on standards and considers all matters of quality assurance.

Access to Higher Education Diploma

QUALIFICATION ABBREVIATION:
Access to HE Diploma

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
The Access to HE Diploma stands outside the NQF and QCF. It was recognised as a level 3 qualification in the Labour Force Survey and is regarded 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 local level by Access Validating Agencies (AVAs). Full details of the Recognition Scheme are available at www.access2he.ac.uk.

AVAs develop and validate courses through partnership arrangements with HE and FE institutions, and act as the awarding bodies for the Access to HE Diploma. There are currently 14 AVAs in England and Wales, which are licensed and regulated by QAA. Contact details for AVAs are given at www.access2he.ac.uk/avas/contacts.asp

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.access2he.ac.uk.

QAA is currently conducting a review of the Access to HE Diploma specifications, to ensure that the qualification continues to meet the needs both of adults taking it, and the HE institutions to which those adults progress. For more information on the review, please see www.access2he.ac.uk.

PREREQUISITES:
Access to HE courses are intended primarily for those who have few, if any, formal qualifications. Some Access to HE courses may require level 2 achievement or completion of a Pre-Access programme, but any specific prerequisites for individual courses are determined at local level.

NUMBER OF UNITS/STRUCTURE:
The Access to HE Diploma is a credit-based qualification which requires the achievement of 60 credits (with at least 45 achieved at level 3). A course leading to 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 achievement on a specified set of units (defined by the rules of combination) which are approved at an AVA validation panel. Typically, courses include units in several academic subjects relevant to the particular Diploma, supported by units in study skills and other core subjects. Units of Access to HE Diplomas vary in size (credit value), and the total number on different courses may 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 (Nursing) or Access to HE (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 Studies). There is no prescribed or limited set of titles, and details of curriculum for Access to HE Diplomas are approved locally. Diplomas issued by AVAs 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 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 at local level. Results are normally available from AVAs by the end of the first week in August.

GRADING SYSTEM:
There is a common system for grading the Access to HE Diploma, which was introduced in 2009-10 (applicants who completed an Access to HE course prior to 2010 may present an ungraded qualification). It is a system of unit grading, with each level 3 unit achieved by a student being given a grade of pass, merit or distinction. Because the number and size of units is not the same for all Access to HE Diplomas, the number of grades achieved by students on different courses also varies. The total number of grades therefore reflects the structure of the particular programme of study and is unrelated to the student’s standard of performance. Achievement transcripts are issued with Access to HE Diplomas, which identify the set of named units achieved by a student, together with the number of credits and grades achieved for each unit. Grades are not aggregated or averaged. There is no overall grade.

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 equates to the achievement of the learning outcomes of the unit, and 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 system and specific advice for HE admissions staff about making offers is available at www.access2he.ac.uk

QUALITY ASSURANCE:
The quality assurance of Access to HE is managed at regional and 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

NOF/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. There are over 85,000 employers
offering Apprenticeships in more than 130,000 locations; there are over 200 Apprenticeships suitable for hundreds of job roles.

The Apprenticeships, Skills, Children and Learning Act, which received royal assent on 12 November 2009, incorporates the government’s plans for expanding and extending the apprenticeship programme. The act incorporates proposals that were originally published in July 2008 as the Draft Apprenticeships Bill, which stated that ‘in the coming years the government wants apprenticeships to be seen alongside university as a great option for young people who want the best jobs, the best careers and the best chance to get on in life. Apprenticeships are key to the strategy to raise the age of participation in education or training for all young people to 17 from 2013 and to 18 from 2015, with high-quality vocational training clearly recognised as a mainstream route for young people’.

National strategic responsibility for apprenticeships lies with the National Apprenticeship Service. Local provision is commissioned with local authorities.


- competence and knowledge qualifications must be underpinned by National Occupational Standards (NOS)
- qualifications must be regulated by Ofqual to Qualifications and Credit Framework level 3 and be approved by the relevant Sector Skills Council
- 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.

All Advanced Apprenticeship frameworks in England and Wales started after 6 April 2011 will comply with these revised specifications.

Potential changes in the new 2010 government’s approach to Welfare to Work are likely to create 400,000 new apprenticeships and work-based training places over two years.

More information on apprenticeships can be found at [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

**DATE OF FIRST TEACHING:**
1995

**DATE OF FIRST AWARD:**
1997

**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 new Qualifications and Credit Framework) 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 (eg 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. The Apprenticeship Blueprint (2005) acknowledged that flexibility can be achieved by moving away from the three-qualifications approach and puts emphasis on the need for apprentices to develop occupational competence, with the necessary underpinning knowledge and the transferable or Key Skills with appropriate qualifications.

**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

**NATIONAL QUALIFICATIONS FRAMEWORK 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.
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 teamwork, initiative and perseverance.

The qualification was piloted by 36 schools and colleges for A level choices and came into effect for entry to HE in 2006. Over 320 schools and colleges are now approved to deliver the AQA Baccalaureate.

Four key elements:

- Depth of study – Students’ three main GCE A level choices
- 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.
- Broader study – one of the following at AS: Citizenship, Critical Thinking, General Studies, Science in Society or World Development.

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.

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

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<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
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<tr>
<td>Distinction</td>
<td>40</td>
</tr>
<tr>
<td>Merit</td>
<td>20</td>
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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

National Qualifications Framework 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 teamwork, 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
- 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.
- Broader study – one of the following at AS: Citizenship, Critical Thinking, General Studies, Science in Society or World Development.

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

- Three A levels and extended project
  - each at Grade C or above = AQA Bacc
  - each at Grade B 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.
ASCE N TIS
Ascentis is the new name for OCNW. It 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 at www.ascentis.co.uk and on the Register of Regulated Qualifications at http://register.ofqual.gov.uk.

ASCE N TIS 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:
Completion of this qualification can lead to employment as a learning support assistant.

ASCE N TIS Level 3 Certificate in Learning Support
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.

DATE OF FIRST TEACHING:
2009

NUMBER OF UNITS/STRUCTURE:
This is a 24 credit qualification made up of three units from Group 1 totalling 18 credits, and optional units from Group 2 totalling at least 6 credits. To complete the qualification all three mandatory units in Group 1 must be achieved. A candidate must also complete 6 credits from Group 2.

ASSESSMENT METHOD:
Portfolio of evidence. 30 hours of teaching practice needs to be completed, of which there must be at least three observations totalling a minimum of three hours.

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
Students wishing to progress to a full teaching role, and seeking Qualified Teacher Learning and Skills Status, will need to progress to the Level 5 Diploma in Teaching in the Lifelong Learning Sector. Some of the achievement from this certificate can count towards achievement of the diploma qualification.
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 10 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 2006

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, 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.

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. 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.

EQL Level 3 Diploma in BHS Horse Knowledge and Care

Holders will have demonstrated their ability to look after up to four horses in stables and at grass. 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.

GRADING SYSTEM:
Pass/Fail

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<th>Grade</th>
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<tr>
<td>Pass</td>
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EQL Level 3 Certificate in Horse Care

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 confirmation 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

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

Holders will have demonstrated their ability to ride a variety of horses under a variety of circumstances on the flat 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, to the level required as outlined in the examination syllabus.

**GRADING SYSTEM:**
Pass/Fail.

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<tr>
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<td>Pass</td>
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**EQL Level 3 Certificate in Riding Horses on the Flat**

Holders will have demonstrated their ability to ride a variety of horses under a variety of circumstances on the flat to "Novice Dressage" level, showing a secure, supple, independent and balanced position.

**GRADING SYSTEM:**
Pass/Fail

**EQL Level 3 Certificate in BHS Preliminary Teaching of Horse Riding**

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 progressively. They will have shown that they understand the safety procedures and principles in the organisation of a lesson or hack, and have the ability to give a class lesson, lunge or lead rein lesson. They will have discussed and answered questions on various topics to the level as outlined in the examination syllabus.

**GRADING SYSTEM:**
Pass/Fail

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<tr>
<th>Grade</th>
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<tr>
<td>Pass</td>
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**EQL Level 2 Award in the Principles of Coaching Sport**

Holders will understand the fundamentals of coaching sport. They will know and understand how to develop participants through coaching sport and will know how to support participants’ lifestyle through coaching sport. They will understand the principles of safe and equitable coaching practice.

**GRADING SYSTEM:**
Pass/Fail

The above certificates are government recognised and are accredited onto the Qualifications and Credit Framework.

EQL level 3 Diploma in Riding Horses, EQL level 3 Diploma in BHS Horse Knowledge and Care and EQL level 3 Certificate in BHS Preliminary Teaching of Riding Horses have each been awarded UCAS Tariff points with effect from 2008 entry to higher education.

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

### 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

**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 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 also talk to a number of learners.

**PROGRESSION/ARTICULATION:**
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.

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).

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

- Pre-school worker
- Pre-school managers
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Registered managers of children’s homes, plus deputy and assistant managers
- 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:**
End 2012

**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 awarded on completion of this qualification:

- A* 420
- A 340
- B 290
- C 240
- D 140
- E 80

**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 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
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Workers in children’s homes
- Residential childcare workers
- 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.

All 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 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
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies.
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Workers in children’s homes
- Residential childcare workers
- Youth workers
- Learning mentors
- Cylch Meithrin worker.

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 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
- Hospital playworker
- Manager of any playwork provisions

Learners can also progress to a Foundation Degree.

CACHE Level 3 Diploma in Specialist Support for Supporting 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 TDA 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 also talk to a number of learners.

**PROGRESSION/ARTICULATION:**
Foundation Degree 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 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 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: - 28 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 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 5 units from mandatory group A. They must then select one of the 6 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 6 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:**
It is anticipated that learners will be able to progress from advanced practitioner to manager status via this qualification. It is also anticipated that it will provide access to higher education opportunities.

**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 and 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. They also talk to a number of learners.

**PROGRESSION/ARTICULATION:**
Other level 4 qualifications for External Quality Assurance.

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

**NATIONAL QUALIFICATIONS FRAMEWORK 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: 2016
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.

NUMBER OF UNITS/STRUCTURE:
- Award – 2 units (units 1-2)
- Certificate – 5 units (units 1-5)
- Diploma – 12 units (units 1-9 are mandatory, and 3 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:

<table>
<thead>
<tr>
<th>Award</th>
<th>UCAS Tariff points</th>
<th>Certificate UCAS Tariff points</th>
<th>Diploma UCAS Tariff points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>30</td>
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<td>A 360</td>
</tr>
<tr>
<td>B</td>
<td>25</td>
<td>B 90</td>
<td>B 300</td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td>C 70</td>
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</tr>
<tr>
<td>D</td>
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</tr>
<tr>
<td>E</td>
<td>10</td>
<td>E 35</td>
<td>E 120</td>
</tr>
</tbody>
</table>

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 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
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Registered managers of children’s homes, plus deputy and assistant managers
- Residential childcare workers
- Youth workers
- Learning mentors.

OCR Level 3 Cambridge Technical Certificates, Introductory Diplomas, Subsidiary Diplomas, Diplomas, Extended Diplomas (QCF)

ABBREVIATION:
OCR Cambridge TEC

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
These qualifications are part of a suite available at levels 2 and 3 which cover a range of sectors, eg business, IT, and health and social care. They provide a theoretical background to the sector and relevant practical skills that will 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. 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, as below:

OCR level 3 Cambridge Technical Certificates, 30 credits

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<tr>
<td>D</td>
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<tr>
<td>M</td>
<td>40</td>
</tr>
<tr>
<td>P</td>
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OCR level 3 Cambridge Technical Introductory Diplomas, 60 credits

<table>
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</thead>
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<td>M</td>
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OCR level 3 Cambridge Technical Subsidiary Diplomas, 90 credits

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OCR level 3 Cambridge Technical Diplomas, 120 credits

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<tr>
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<td>DM</td>
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<td>160</td>
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<td>MP</td>
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<tr>
<td>PP</td>
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</table>

OCR level 3 Cambridge Technical Extended Diplomas, 180 credits

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS points</th>
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<td>MMP</td>
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<td>MPP</td>
<td>160</td>
</tr>
<tr>
<td>PPP</td>
<td>120</td>
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</tbody>
</table>

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.

CACHE Level 3 Diploma in Childcare and Education

QUALIFICATION ABBREVIATION:
DCE-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The DCE-L3 programme prepares 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 helps candidates who work with older children, especially those with special needs, and prepare 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.

GRADING SYSTEM:

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<th>Theory Grade</th>
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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. They also talked 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 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 can also progress to the following job roles:
- Pre-school worker
- Pre-school managers
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Registered managers of children’s homes, plus deputy and assistant managers
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 Certificate in Children’s Care, Learning and Development

QUALIFICATION ABBREVIATION:
CCCLD-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The aim of the CCCLD-L3 is 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 should be a minimum of 16 years of age and be working on a paid, voluntary or placement basis in the Children’s Care, Learning and Development sector. They must also be able to show that they have 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 are mandatory. Each unit can stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:
Unit 2 is assessed through an MCQ test marked by CACHE.
Units 1 and 3–5 are assessed through unit assignments provided by CACHE and internally marked and moderated.

EXAMINATION TIMING:
September, October, November, December, February, March, April, May, June, July.

DATE OF RESULT PUBLICATION:
September, October, November, December, February, March, April, May, June, July.

GRADING SYSTEM:
MCQ Test: Pass/Refer
Unit Assignments: A–E
Overall: 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 also talk to a number of learners.

PROGRESSION/ARTICULATION:
The CCCLD-L3 provides the underpinning knowledge and skills for the NVQ level 3 in Children’s Care, Learning and Development. Therefore, if the award is achieved alongside the NVQ, thus making part of the Apprenticeship Framework,
Qualifications currently offered

candidates can consider progression to a related Foundation Degree or other higher level qualification.

CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)

QUALIFICATION ABBREVIATION:
W-DEYCE-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This W-DEYCE-L3 is offered in the medium of Welsh or bilingual. It is designed for group leaders or those with some experience in Children’s Care, Learning and Development. It will facilitate good practice and high standards with Cylchoedd Meithrin and all other pre-school provision. It is useful for workers across a range of early years settings in a Welsh context as it contains an emphasis on Welsh initiatives and culture.

DATE OF FIRST TEACHING:
2000

DATE OF FIRST AWARD:
2002

DATE OF LAST AWARD:
2013

PREREQUISITES:
CACHE does not prescribe any formal requirements in order to start a programme of study for the W-DEYCE-L3. Candidates should be at least 16 years of age at the date of registration for the award, show that they have 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 can stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:
Unit assignments: Unit 2 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.

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:
Level 3 provides the underpinning knowledge and skills for the NVQ Level 3 in Children’s Care, Learning and Development. Therefore, if the award is achieved alongside the NVQ, thus making part of the Apprenticeship Framework, candidates can consider progression to a related Foundation Degree or other higher level qualification. They 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).

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

- Pre-school worker
- Pre-school managers
- Nursery managers
- Crèche assistants and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Registered managers of children’s homes, plus deputy and assistant managers
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 Diploma in Home-Based Childcare

QUALIFICATION ABBREVIATION:
DHC-L3

NATIONAL QUALIFICATIONS FRAMEWORK 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.
QUALIFICATIONS currently offered

CACHE Level 3 Diploma in Pre-School Practice

QUALIFICATION ABBREVIATION:
DPP-L3

NATIONAL QUALIFICATIONS FRAMEWORK 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.

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 also talk to a number of learners.

PROGRESSION/ARTICULATION:
Most learners will become registered childminders. Candidates may also seek to progress to higher level qualifications as appropriate, for example a Foundation Degree.

CACHE Level 3 Diploma in Playgroup Practice in Wales

QUALIFICATION ABBREVIATION:
DPPW-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The DPPW-L3 is offered in the medium of English and is 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 supports 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 does not prescribe any formal entry qualifications in order to start a programme of study for the DPPW-L3, but candidates should be at least 16 years of age at the date of registration. Candidates’ literacy and numeracy is expected to be at GCSE level or equivalent.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units of 60 hours

Each unit can stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:
Unit assignments: Unit 1 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 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.
the award. 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 also talk to a number of learners.

PROGRESSION/ARTICULATION:
Most learners will become playgroup assistant supervisors or managers. Candidates may also seek to progress to higher level qualifications as appropriate, for example a Foundation Degree.

CACHE Level 3 Diploma in Playwork

QUALIFICATION ABBREVIATION:
DP-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The aims of the DP-L3 are 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 does not prescribe any formal entry qualifications in order to start a programme of study for the DP-L3, however candidates must be at least 16 years old at the date of registration. CACHE recommends that candidates 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 have 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 is an MCQ Test marked by CACHE. All other units are assessed by internally marked unit assignments.

EXAMINATION TIMING:
September, January, June

DATE OF RESULT PUBLICATION:
November, March, July

GRADING SYSTEM:
MCQ Test: Pass/Refer
Unit 2-5: A-E
Overall: A-E

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

PROGRESSION/ARTICULATION:
This diploma will enable candidates to progress towards a Foundation Degree in Playwork or BA Honours in Playwork.

CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools

QUALIFICATION ABBREVIATION:
STLS-L3

NATIONAL QUALIFICATIONS FRAMEWORK 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 you 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 your Centre could have placed you there.

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 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

NATIONAL QUALIFICATIONS FRAMEWORK 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 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 Certificate for Teaching Assistants

QUALIFICATION ABBREVIATION:
CTA-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The aim of the CTA-L3 is 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 is marked and internally moderated within the centres. Unit 2 was externally assessed by CACHE.

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 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. They also talked 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 Certificate of Professional Development in Work with Children and Young People

QUALIFICATION ABBREVIATION:
CPD-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The CPD aims 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 is expected that candidates will already have a Children’s Care, Learning and Development qualification or equivalent at level 3 that includes 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 are free-standing and can be separately certificated.
ASSESSMENT METHOD:
Unit assignments: Unit 1 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 assessed 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 are kept to ensure standards are maintained year-on-year.

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

PROGRESSION/ARTICULATION:
The award can assist those who are 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 Playwork

QUALIFICATION ABBREVIATION:
NVQPL3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification is aimed at playworkers who are 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 must be at least 16 years old with either a level 2 playwork qualification or have significant experience in a playwork setting.

NUMBER OF UNITS/STRUCTURE:
Learners must complete all 5 units from Group A plus four units from Group B

ASSESSMENT METHOD:
Portfolio of evidence

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.

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 assuror 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 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. In others, it may be less frequent where the Centre is delivering high quality assessment and internal quality assurance services to their learners.

Learners can also progress to a Foundation Degree.

CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools

QUALIFICATION ABBREVIATION:
NVQSTLS-L3

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification is aimed at people whose working role calls 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
Most learners will seek employment in the school’s workforce but some will progress to a relevant Foundation Degree. 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 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. In others, it may be less frequent where the Centre is delivering high quality assessment and internal quality assurance services to their learners.

Most learners will seek employment in the school’s workforce but some will progress to a relevant Foundation Degree.
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 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. In others, it may be less frequent where the Centre is delivering high quality assessment and internal quality assurance services to their 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 NVQ in Children’s Care, Learning and Development

Qualification Abbreviation: CCLD-L3

National Qualifications Framework Level: Level 3

Background:
This qualification is aimed at people who work in settings or services whose main purpose is Children’s Care, Learning and Development.

Date of First Teaching: 2005

Date of Last Award: 2006

Date of Last Award: 2014

Prerequisites:
There are no formal entry requirements but learners must be at least 16 years of age with either a level 2 early years qualification or have significant experience in a childcare setting.

Number of Units/Structure:
The learner is required to complete all 5 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.

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 assuror 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 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. In others, it may be less frequent where the Centre is delivering high quality assessment and internal quality assurance services to their 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
- Nursery managers
- Crèche assistante and managers
- Practitioner in a children’s centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Registered childminders and nannies
- Education support workers who visit families of pre-school children in their homes
- Foster carers
- Registered managers of children’s homes, plus deputy and assistant managers
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 4 NVQ in Children’s Care, Learning and Development

Qualification Abbreviation: CCLD-L4
Qualifications currently offered

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 4

BACKGROUND:
The aim of the CCLD-L4 is to provide a National Vocational Qualification for candidates who work or wish to work with children aged 0-16 years. The award helps to recognise candidates’ specialist learning and helps develop their career.

DATE OF FIRST TEACHING:
2005

DATE OF FIRST AWARD:
2006

DATE OF LAST AWARD:
2014

PREREQUISITES:
It is expected that candidates will be working in settings or services at a senior level in face-to-face roles with children, young people and families.

NUMBER OF UNITS/STRUCTURE:
The qualification is made up of four mandatory units and five optional units. All nine units must be finished in order to gain the qualification.

ASSESSMENT METHOD:
An approved assessor will visit candidates’ workplaces to assess their work. Candidates will meet their assessor on a regular basis.

GRADING SYSTEM:
Pass

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.

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 assuror 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 in response to the Centres’ ability to effectively deliver and maintain integrity of the qualification. 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. In others, it may be less frequent where the Centre is delivering high quality assessment and internal quality assurance services to their learners.

PROGRESSION/ARTICULATION:
The qualification will allow candidates to go on and take a higher level qualification such as a Foundation Degree. The qualification can also be used to work as a child-minding network coordinator or a centre/playgroup/nursery manager.

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

QUALIFICATION ABBREVIATION:
CMGS-L4

NATIONAL QUALIFICATIONS FRAMEWORK 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:
Candidates must have a minimum of five GCSEs at grades A*-C/9-4 or equivalent. Alternatively, the candidates must have completed a CACHE Level 3 Diploma in Children’s Services or an equivalent qualification.

NUMBER OF UNITS/STRUCTURE:
The qualification is made up of four mandatory units and five optional units. All nine units must be finished in order to gain the qualification.

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 also talk to a number of learners.

PROGRESSION/ARTICULATION:
The qualification will allow candidates to go on to take 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 5-19 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 ESOL (English for Speakers of Other Languages) which delivers a portfolio of qualifications for people learning English.

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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL: Level 3

BACKGROUND:
The Cambridge Pre-U Certificate, developed by Cambridge International Examinations, aims to prepare young people for success in their undergraduate studies. The qualification is different from A level in several respects. The certificates are available from a range of 28 subject syllabuses that will provide opportunities for students to go deeper into their chosen specialisms, and assessment will be more stretching at the top end. The Certificate (Principal Subject) is accredited by Ofqual as having 380 Guided Learning Hours. Students may choose to combine subjects to form part of the Cambridge Pre-U Diploma (see section on Cambridge Pre-U Diploma).

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D2</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D3</td>
<td>60</td>
</tr>
<tr>
<td>M1</td>
<td>53</td>
</tr>
<tr>
<td>M2</td>
<td>46</td>
</tr>
<tr>
<td>M3</td>
<td>39</td>
</tr>
<tr>
<td>P1</td>
<td>32</td>
</tr>
<tr>
<td>P2</td>
<td>26</td>
</tr>
<tr>
<td>P3</td>
<td>20</td>
</tr>
</tbody>
</table>

Ofqual regulates the qualifications and ensures that the standard of D3 is aligned to the standard of grade A at A level and the standard of the P3 is aligned to the standard of a grade E at A level.

Further information on Cambridge Pre-U, including syllabuses, may be found by going to the website at www.cie.org.uk/cambridgepreu. If you have questions, would like more information, or wish to discuss Cambridge Pre-U, please contact the awarding body at international@cie.org.uk.

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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL: Level 3

BACKGROUND:
The Cambridge Pre-U Short Course is available in Modern Foreign Languages, Mathematics, Further Mathematics and Global Perspectives and can be taken in the first or second year of study. They are offered in order to encourage students to develop a broad subject portfolio. The Certificate (Short Course) is accredited by Ofqual as having 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D2</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D3</td>
<td>60</td>
</tr>
<tr>
<td>M1</td>
<td>53</td>
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<tr>
<td>M2</td>
<td>46</td>
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<tr>
<td>M3</td>
<td>39</td>
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<tr>
<td>P1</td>
<td>32</td>
</tr>
<tr>
<td>P2</td>
<td>26</td>
</tr>
<tr>
<td>P3</td>
<td>20</td>
</tr>
</tbody>
</table>

Ofqual regulates the qualifications and ensures that the standard of D3 is aligned to the standard of grade A at AS level and the standard of the P3 is aligned to the standard of a grade E at AS.

Further information on Cambridge Pre-U, including syllabuses, may be found by going to the website at www.cie.org.uk/cambridgepreu. If you have questions, would like more information, or wish to discuss Cambridge Pre-U, please contact the awarding body at international@cie.org.uk.

Cambridge Pre-U Diploma

BACKGROUND:
Cambridge International Examinations has developed a new qualification called the Cambridge Pre-U Diploma, which aims to prepare young people for success in their undergraduate studies. The qualification is different from A level in several respects. The Cambridge Pre-U Diploma includes subject syllabuses that will provide opportunities for students to go deeper into their chosen specialisms, assessment will be more stretching at the top end, and there is greater scope for independent research. The assessment is linear, with all examinations for Principal Subjects being taken at the end of the two-year study period.

DATE OF FIRST TEACHING: 2008
DATE OF FIRST AWARD: 2010

NUMBER OF UNITS/STRUCTURE:
Students will have the opportunity to qualify for the overarching Diploma by taking the core component (comprised of Cambridge Pre-U Global Perspectives and the Research Report) plus three Principal Subjects. This will provide a holistic, challenging and
rigorous preparation for university study. The core (Global Perspectives and Research) is also available as a stand-alone qualification. A Principal Subject at Cambridge Pre-U will amount to 380 guided learning hours, and a Short Course (only available in Modern Foreign Languages, Mathematics, Further Mathematics and Global Perspectives) will amount to 180 guided learning hours.

**ASSESSMENT METHOD AND GRADING SYSTEM:**
The Cambridge Pre-U Diploma is scored separately, by aggregation of results in three Principal Subjects and the core component (the two components of the core each having half the weight of a Principal Subject). Principal Subjects will be given a maximum of 24 marks and Global Perspectives and Research a maximum of 12 each with the Diploma as a whole a mark out of 96.

**UCAS TARIFF POINTS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Principal Subject</th>
<th>Global Perspectives and Research</th>
<th>Short Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>To be confirmed</td>
<td>To be confirmed</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D2</td>
<td>145</td>
<td>140</td>
<td>To be confirmed</td>
</tr>
<tr>
<td>D3</td>
<td>130</td>
<td>126</td>
<td>60</td>
</tr>
<tr>
<td>M1</td>
<td>115</td>
<td>112</td>
<td>53</td>
</tr>
<tr>
<td>M2</td>
<td>101</td>
<td>98</td>
<td>46</td>
</tr>
<tr>
<td>M3</td>
<td>87</td>
<td>84</td>
<td>39</td>
</tr>
<tr>
<td>P1</td>
<td>73</td>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>P2</td>
<td>59</td>
<td>56</td>
<td>26</td>
</tr>
<tr>
<td>P3</td>
<td>46</td>
<td>42</td>
<td>20</td>
</tr>
</tbody>
</table>

Ofqual regulates the qualifications and ensures that the standard of D3 is aligned to the standard of grade A at AS and the standard of the P3 is aligned to the standard of a grade E at AS.

Further information on Cambridge Pre-U, including syllabuses, may be found by going to the website at www.cie.org.uk. If you have questions, would like more information or wish to discuss Cambridge Pre-U, please contact the awarding body at international@cie.org.uk

**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). Cambridge AICE draws upon the full portfolio of Cambridge’s post-16 provision (A level and AS). 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 A level = 2 credits and AS = 1 credit.

**GRADING SYSTEM:**
The Cambridge AICE Diploma is awarded on the basis of a points system, as shown in the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A level Points</th>
<th>AS Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>140</td>
<td>n/a</td>
</tr>
<tr>
<td>A</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>E</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

A* was introduced for A level from 2010. The existing A/AS level grades have been retained and the new A* is available in addition. There is no grade A* at AS.

Cambridge AICE has accommodated the introduction of A* in the following way:

140 points will be awarded for an A*, but the number of AICE points will be capped at 360.

Three levels of the Cambridge AICE Diploma are awarded: Distinction, Merit and Pass. Candidates scoring 320 points and above will be awarded a Distinction, 220-319 points a Merit and 120-219 points a 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)/Cambridge Higher School Certificate (HSC)**

**QUALIFICATION ABBREVIATION:**
Cambridge International A and AS level/Cambridge HSC

**BACKGROUND:**
Acceptable at grades A* – E in lieu of UK GCE A level and AS on a subject-for-subject and grade-for-grade basis.

It should be noted that the Cambridge International A levels are different in structure from the UK A levels. Whereas UK A levels are modular and students can retake individual components, the Cambridge International A levels have a linear structure which encourages an integrated study of the entire subject. Most candidates take all their Cambridge International A level papers in one session. Candidates who take Cambridge International AS first and then want to retake it, must generally retake the whole of the Cambridge International AS. HEIs may feel it appropriate to take the structure of the International A levels into account when making an offer.

Cambridge Higher School Certificate (HSC) is a group award comprised of principal subjects (AL) and subsidiary subjects (AS). Subsidiary subjects usually include a General Paper and a local language.

**Cambridge International General Certificate of Secondary Education**

**QUALIFICATION ABBREVIATION:**
Cambridge IGCSE
BACKGROUND:
Cambridge IGCSE was developed by Cambridge International Examinations and introduced in 1988 primarily as a qualification for overseas candidates that aims to prepare students for further academic success, including progression to A level and AS study. The qualification is equivalent in standard to GCSE and may be considered acceptable at grades A*, A, B or C in lieu of GCSE on a subject for subject basis.

Many Cambridge IGCSE syllabuses have been approved by Ofqual and are funded for teaching in state schools in England and Northern Ireland. 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.

ASSESSMENT METHOD:
Cambridge IGCSE is assessed on an eight-point scale of grades: A* - G with A* being highest.

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.

Full information is available from Cambridge International Examinations.

Cambridge International Diplomas

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 at Advanced level is equivalent to A level, and the Cambridge International Diploma at Standard level is equivalent to GCSE. The Cambridge International Diploma in Business (Advanced level) satisfies university matriculation requirements in lieu of A level.

NUMBER OF UNITS/STRUCTURE:
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.

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

GRADING SYSTEM:
Successful Diploma candidates are awarded Distinction, Merit or Pass, 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.

CISI Level 3 Certificate for Introduction to Securities and 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 and in a growing number of major financial centres around the world. Formed in 1992 by London Stock Exchange practitioners, it now has more than 40,000 members in 89 countries. In 2010 it set over 42,000 examinations in 75 countries, covering a range of vocational qualifications.

The CISI certificate programme is a wide-ranging group of qualifications designed specifically to meet the requirements of individuals working in the securities and derivatives markets who need to obtain Financial Services Authority (FSA) Approved Person status. The breadth of FSA activities is matched by the CISI’s certificates programme. Candidates must, however, ensure that they take the certificate pathway that is appropriate to the activity they are to undertake.

The CISI Level 3 Certificate for Introduction to Securities and Investment aims to provide individuals with knowledge and understanding of the key characteristics, mechanisms and influences on financial markets and institutions; to equip them either to progress to further study in higher education, or to apply their learning in the field of investment operations.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2011

PREREQUISITES:
None

NUMBER OF UNITS/STRUCTURE:
This is a two-unit qualification developed specifically for schools and further education institutes. Candidates must achieve a pass grade in each of the two units in order to be awarded the certificate. The minimum number of QCF credits required to achieve the overall qualification is 20.

ASSESSMENT METHOD:
Coursework and multiple choice examination.

GRADING SYSTEM:
Pass/Merit/Distinction

This qualification carries UCAS Tariff points for entry to higher education from 2011 as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with Distinction</td>
<td>60</td>
</tr>
<tr>
<td>Pass with Merit</td>
<td>40</td>
</tr>
<tr>
<td>Pass</td>
<td>20</td>
</tr>
</tbody>
</table>

QUALITY ASSURANCE:
Supported by the Financial Skills Partnership (formerly the Financial Services Skills Council) and accredited by Ofqual.

PROGRESSION/ARTICULATION:
Candidates can elect to study for this qualification to provide an indication of their ability to pursue a course of higher education with a view to gaining employment, post university, in the financial services industry.

City & Guilds

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Fellowship (FCGI)</td>
</tr>
<tr>
<td>7</td>
<td>Membership (MCGI)/Master Professional Diploma/Level 5 NVQ/SVQ</td>
</tr>
<tr>
<td>6</td>
<td>Graduateship (IGCI)/Associatehip (ACGI)</td>
</tr>
<tr>
<td>5</td>
<td>NQ Advanced Technician Diploma/Full Technological Diploma</td>
</tr>
<tr>
<td>4</td>
<td>Licentiateship (LCOI)/Higher Certificate/Higher Level Study Skills</td>
</tr>
<tr>
<td>3</td>
<td>Level 3 NVQ/SVQ/Vocational/General Education/IG Technician Diploma/IVQ Advanced Diploma</td>
</tr>
<tr>
<td>2</td>
<td>Level 2 NVQ/SVQ/Diploma of Vocational Education (Foundation)/General Education Technician Certificate/IVQ Diploma/IVQ Technician Certificate</td>
</tr>
<tr>
<td>1</td>
<td>Level 1 NVQ/SVQ/Vocational Award/IVQ Certificate</td>
</tr>
</tbody>
</table>
International Vocational Qualifications (IVQs)

International Vocational Qualifications (IVQs) measure candidates’ underpinning knowledge of a subject and their ability to apply this knowledge in a work context within the chosen occupational area. IVQs offer a progressive structure and are available at NQF levels 1-5.

City & Guilds Level 5 IVQ
Advanced Technician Diploma

QUALIFICATION ABBREVIATION:
IVQ ATD

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 5

BACKGROUND:
The QCDA 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 feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

Available in a range of subjects. Candidates will be able to demonstrate high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers.

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
Written assignments: 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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The QCDA definition of level 3 is competence in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required. level 3 represents an advance or specialisation within a given occupation beyond the usual accepted minimum standard and sometimes attracts further formal industrial recognition.

Available in a range of subjects. Candidates will have acquired a well-developed ability to absorb and communicate technical information about the target subject, including a mastery of some of the advanced mathematical and scientific principles involved. Success at this level denotes skilled work of a complex nature and the ability to undertake a supervisory role.

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
Written assignments: 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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 2
BACKGROUND:
The QCDA definition of level 2 is competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

Available in a range of subjects. Candidates will have acquired an ability to understand and communicate more advanced technical information than needed for the Technician Certificate about the target subjects and to describe the principles of the subjects’ complex systems. Success at this level recognises competence in a more demanding range of activities which require a degree of individual responsibility.

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
Written assignments: 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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 2

BACKGROUND:
The QCDA definition of level 2 is competence in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility or autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

Available in a range of subjects. Candidates will have acquired an ability to understand and communicate more advanced technical information than needed for the Technician Certificate about the target subjects and to describe the principles of the subjects’ complex systems. Success at this level recognises competence in a more demanding range of activities which require a degree of individual responsibility.

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

QUALITY ASSURANCE:
Internal and external verification.

PROGRESSION/ARTICULATION:
Level 3 qualifications/employment.

City & Guilds Full Technological Certificate

QUALIFICATION ABBREVIATION:
FTC

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 5

BACKGROUND:
The QCDA 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 feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

The Full Technological Certificate has been replaced by the Full Technological Diploma.

City & Guilds Full Technological Diploma

QUALIFICATION ABBREVIATION:
FTD

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 5

BACKGROUND:
The QCDA 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 feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

Candidates will be able to demonstrate high levels of knowledge, a high level of work expertise in job roles and 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.

### City & Guilds Advanced Professional Certificate

**Qualification Abbreviation:** APC

**National Qualifications Framework Level:** Level 3

**Background:**
This is a bridging qualification to facilitate access to level 4 qualifications. It is aimed at people in work or with access to work placement.

**Prerequisites:**
Level 2 qualification

**Number of Units/Structure:**
Six units are required to complete the full qualification. Individual units can be certificated separately.

**Assessment Method:**
Centre-devised assignments assessed by City & Guilds external moderators.

**Grading System:**
Distinction, Merit, Pass

**Quality Assurance:**
External moderation.

**Progression/Articulation:**
Higher Professional Diploma or other sub-degree programme/employment.

### Higher Level Qualifications

#### City & Guilds Higher Professional Diploma

**Qualification Abbreviation:** HPD

**National Qualifications Framework 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 our 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

**Number of Units/Structure:**
Twelve units are required to complete the full qualification. Individual units can be certificated separately.

**Assessment Method:**
Centre-devised assignments which are externally moderated by City & Guilds.

**Examination Timing:**
No external examination.

**Grading System:**
Distinction, Merit, Pass

**Quality Assurance:**
External moderation.

**Progression/Articulation:**
Foundation Degrees/Degrees/Employment.

### Senior Awards

City & Guilds’ Senior Awards (levels 4 to 8) have been specifically designed to provide an employment-based route to higher level qualifications. They provide formal recognition of professional and technical achievements in the public services, industry and commerce.

Senior Awards are 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 recognizes outstanding professional achievement in demanding appointments.

Membership (MCGI)
At the level comparable to a master’s degree, professional or senior managerial status.
Professional Recognition Awards (PRAs)

The City & Guilds Senior Awards have been revised and rebranded as the Professional Recognition Awards. The Professional Recognition Awards (PRAs) are competence-based awards recognising the practical application of professional skills, knowledge and understanding in employment.

They offer an employment-based route to higher level qualifications and were launched in January 2012.

The Professional Recognition Awards have been developed in line with Ofqual’s regulatory arrangements for developing qualifications.

Successful achievement of an award will attest to the candidate’s ability to operate at the following levels:

- Licentiate (LCGI) comparable to Level 4
- Affiliateship (AFCGI) comparable to Level 5
- Graduateship (GCGI) comparable to Level 6
- Membership (MCGI) comparable to Level 7.

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

Diploma

NATIONAL QUALIFICATIONS FRAMEWORK LEVELS:

Foundation Diploma – level 1
Higher Diploma – level 2
Progression Award – level 3
Advanced Diploma – level 3

Following the Wolf review and regulatory changes to place the Diploma on the same terms as other qualifications, awarding organisations have decided that they will not be offering the full Diploma from September 2012. However, the main components of the Diploma will continue to exist as qualifications in their own right, and schools and colleges will be able to continue offering all of the learning that they do currently - albeit no longer under the Diploma brand. It is for schools and colleges to decide which qualifications are right for their students. Edexcel, OCR and VCTC have said that they will continue to offer Principal Learning qualifications. Students who are currently on a Diploma course will be able to complete it under current arrangements.

BACKGROUND:

Diplomas are applied qualifications, which combine both the academic and vocational and are contextualized to 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 are designed to provide progression routes into both employment and HE.

Diplomas are designed to promote diversity, opportunity and inclusion by offering high-quality, credible, industry-relevant applied learning, alongside general learning, with real opportunities to practise skills. The applied nature of Diplomas requires learning through the experience of applying knowledge and skills to tasks or contexts that have many of the characteristics of real work. Critical to applied learning and successful attainment are processes, particularly planning and reviewing, that support experiential learning and give learners the opportunity to reflect on their work-related experiences, to draw out and articulate lessons learnt (both generalised and specific), and then to apply that learning to new situations or activities. The effective engagement of learners in activity, review and application is intended to provide depth and meaning to learning, and enhance employability.

The Diploma subjects/Lines of Learning are: 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 is a composite qualification made up of:

- Principal learning
- Generic learning
  - functional skills
  - personal learning and thinking skills (PLTS)
  - work experience
  - extended project
- Additional and specialist learning (ASL) (not Progression Diploma).

PRINCIPAL LEARNING

Principal learning is specific to the Line of Learning that a learner chooses, for example Creative and Media. It comprises a number of units covering different aspects of the Line of Learning and carries a mandatory 50 per cent applied learning requirement – learning by doing, and set in a work-related context. Students will acquire an awareness of a broad employment sector in addition to work-relevant knowledge, skills and understanding.

The principal learning is 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. It is assessed by a mixture of internal and external assessment. For the Level 3 Diploma the proportion of external assessment will be up to a third.

GENERIC LEARNING

Generic learning is common across all Diploma Lines of Learning. It includes 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 an extended project.

PERSONAL LEARNING AND THINKING SKILLS (PLTS)

The PLTS framework includes skills which require learners to be: independent enquirers; creative thinkers; reflective learners; team workers; self-managers; and effective participants.

Learners will develop and apply all these skills through the principal learning. The skills will be assessed as they appear in each Diploma, rather than separately. The project and work experience will provide further opportunities to apply these skills.
**FUNCTIONAL SKILLS**

Students develop their ability to apply their English, maths and ICT skills in situations relevant to work and life.

The specifications require learners to:

a. achieve the functional skills units 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 requires achievement of Level 2 functional skills, although this may be done alongside, or prior to, the level 3 Diploma; and,

b. develop and apply functional skills within sector-relevant contexts.

**WORK EXPERIENCE**

Learners undertake a minimum of 10 days’ structured work experience, where possible in the relevant sector.

**EXTENDED PROJECT**

The extended project is related to the principal learning and will enable the learner to explore a topic of interest in greater depth or breadth.

At level 3 the project specifications require learners 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 scope 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 gives learners the opportunity to deepen or broaden their learning. Within ASL, learners can choose qualifications that lead them in a particular direction. For example, by taking a mathematics qualification within the engineering Diploma, they will develop a learning programme that could lead to a degree-level course in engineering. Or learners can pursue interests that broaden their learning experience, for example by choosing a language qualification.

Students will select from qualifications at the same level as the Diploma that they are taking, or one higher, e.g. the Foundation Diploma can have ASL at Level 1 or 2. Lists of approved ASL components for each subject/Line of Learning are published on the Diploma website at http://register.ofqual.gov/DiplomaStructure - select search criteria for the Diploma type and level, and then select 'view Additional and Specialist Learning' to see the list of valid ASL.

Students are advised to check university entry requirements for courses they are interested in prior to selecting their ASL.

**DIPLOMA LEVELS**

Diplomas are available at levels 1, 2 and 3.

The Foundation Diploma (level 1) attainment is at the level of GCSE grades D-G. In terms of guided learning hours it is around five GCSEs in size.

The Higher Diploma (level 2) attainment is at the level of GCSE grades A*-C. In terms of guided learning hours it is around seven GCSEs in size.

The Advanced Diploma (level 3) attainment is equivalent to three and a half A levels and includes principal learning, generic learning (which includes personal learning and thinking skills (PLTS) and functional skills), a project, work experience and a choice of additional and specialist learning (ASL).

The Progression Award (level 3) is a smaller level 3 award and attainment is equivalent in size to two and a half A levels. It includes the principal learning and generic learning sections of the full Advanced Diploma, but excludes the additional/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 on Extended Project above

Additional and Specialist Learning – will depend on the qualification(s) taken

**DATE OF RESULT PUBLICATION:**

Most Diplomas are awarded in August at the time the majority of learners receive the results of the component qualifications that make up the Diploma. However, Diplomas are awarded throughout the year as learners complete the requirements of the Diploma qualification.

**GRADING SYSTEM:**

The Diploma is graded at all levels. To achieve the overall Diploma qualification, learners will need to pass all components within the Diploma, including functional skills and additional and specialist learning.

The Diploma grade is derived from the aggregate score of principal learning and the project.

The grading of the Diploma will be 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).

A Diploma transcript will record and report a learner’s achievements in units and qualifications within the Diploma programme. It will contain grades at unit level and record the achievement of personal, learning and thinking skills, as well as the completion of work experience.

The Tariff score for the Principal Learning and Extended Project of the Advanced Diploma (effectively the same as a Progression Diploma) with effect from 2010 entry to HE is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>350</td>
</tr>
<tr>
<td>A</td>
<td>300</td>
</tr>
<tr>
<td>B</td>
<td>250</td>
</tr>
<tr>
<td>C</td>
<td>200</td>
</tr>
<tr>
<td>D</td>
<td>150</td>
</tr>
<tr>
<td>E</td>
<td>100</td>
</tr>
</tbody>
</table>

The Tariff score for Principal Learning with effect from 2010 entry to HE is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>210</td>
</tr>
<tr>
<td>A</td>
<td>180</td>
</tr>
<tr>
<td>B</td>
<td>150</td>
</tr>
<tr>
<td>C</td>
<td>120</td>
</tr>
<tr>
<td>D</td>
<td>90</td>
</tr>
<tr>
<td>E</td>
<td>60</td>
</tr>
</tbody>
</table>
The total score for the Advanced Diploma can be 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 will depend upon the Tariff for the qualification concerned.

QUALITY ASSURANCE:
The regulatory framework for the Diploma is underpinned by supporting arrangements for the operation of the Diploma, including Ofqual agreed procedures for awarding and grading. These arrangements are available at: http://www.ofqual.gov.uk/for-awarding-organisations/96-articles/306-regulatory-arrangements-for-component-and-diploma-awarding-bodies

Diploma in Digital Applications/ Certificate in Digital Applications/Extended Certificate in Digital Applications/ Award in Digital Applications

QUALIFICATION ABBREVIATION:
DIDA
CIDA
ECIDA/OIDA+
AIDA

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Levels 1 and 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.

Edexcel Qualifications in Digital Applications for IT Users are part of the levels 1 and 2 provision of the National Qualifications Framework (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 and is available at levels 1 and 2. The Award consists of one compulsory unit (Using ICT).

Certificate in Digital Applications is equivalent to two GCSEs and is available at levels 1 and 2. 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 and is available at levels 1 and 2. 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 and is available at levels 1 and 2. The Diploma consists of one compulsory unit (Using ICT) and three optional units chosen from a list of four.

GRADING SYSTEM:
Distinction, Merit, Credit and Pass

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

Note: These qualifications are being replaced by versions in the Qualifications and Credit Framework (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
Edexcel: BTEC Foundation Diploma in Art and Design
UAL: Foundation Diploma in Art and Design
WJEC: Diploma in Foundation Studies (Art, Design and Media)

QUALIFICATION ABBREVIATION:
FAD (not used by WJEC)

NATIONAL QUALIFICATIONS FRAMEWORK 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 HEIs. 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.

Four awarding bodies offer the level 3 FAD: ABC Awards (ABC), Edexcel, the Welsh Joint Education Committee (WJEC) and University of the Arts, London (UAL).

A high proportion of FADs are located in FE colleges, although it is also available in some HEIs 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 context.
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
- **Edexcel:** 9 units including two at level 4
- **UAL:** 7 units including one at level 4
- **WJEC:** 3 units including one at level 4.

**ASSESSMENT METHOD:**
All FAD programmes are externally assessed. ABC and Edexcel 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 Edexcel specifications. WJEC weights each unit at 25%, with clear assessment strands and descriptors for each unit culminating in a final assessment, weighted 50%.

The following points for FAD came into effect for entry to HE from 2006.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>285</td>
</tr>
<tr>
<td>Merit</td>
<td>225</td>
</tr>
<tr>
<td>Pass</td>
<td>165</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE:**

**ABC Awards**
All centres offering the qualification receive up to two visits by an ABC Moderator. Reports written by Moderators are forwarded to the National Lead Moderator who reports findings and key issues to ABC.

**Edexcel**
Edexcel 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.

Edexcel 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)

**Edexcel:** BTEC Level 3 Foundation Diploma in Art and Design (QCF)

**UAL:** Level 3 Foundation Diploma in Art and Design (QCF)

**WJEC:** Level 3 Diploma in Foundation Studies Art and Design (QCF)

**QUALIFICATION ABBREVIATION:**
FAD (not used by WJEC)

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.
Level 4 FAD: 120 credits required, including 44 at level 3.

Edexcel: 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 FAD: 120 credits required including 50 at level 4.
Level 4 FAD: 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.

EDEXCEL (PEARSON EDUCATION LTD)

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 (National Qualifications Framework). An additional framework, the QCF (Qualifications and Credit Framework), was introduced in 2009, primarily for vocational qualifications. Edexcel 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:

<table>
<thead>
<tr>
<th>BTEC Firsts (Level 2)</th>
<th>2002</th>
<th>NQF (version 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006</td>
<td>NQF (version 2)</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>QCF</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>NQF (BTEC Firsts Next Generation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BTEC Nationals (Level 3)</th>
<th>2002</th>
<th>NQF (version 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>NQF (version 2)</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>QCF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BTEC Higher Nationals (Levels 4/6)</th>
<th>2003</th>
<th>NQF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>QCF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BTEC Specialist and Professional Qualifications (previously BTEC Short Course Qualifications)</th>
<th>2002</th>
<th>NQF (version 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-7</td>
<td>NQF (version 2)</td>
</tr>
<tr>
<td></td>
<td>2007</td>
<td>QCF and NQF</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>QCF</td>
</tr>
</tbody>
</table>

The following table summarises the qualifications, past and present, accredited to the various frameworks at all levels.

<table>
<thead>
<tr>
<th>KEY SKILLS</th>
<th>NVQs</th>
<th>NATIONAL QUALIFICATIONS FRAMEWORK (NQF), QUALIFICATIONS AND CREDIT FRAMEWORK (QCF) AND THE BTEC CUSTOMISED FRAMEWORK</th>
<th>FRAMEWORK FOR HIGHER EDUCATION QUALIFICATION LEVELS (FHEQ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5 NVQs</td>
<td>Level 5 BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised) BTEC Professional Development Diploma</td>
<td>Level 8 BTEC Level 8 Advanced Professional Diplomas, Certificates and Awards (QCF) BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised)</td>
<td>D (Doctoral)</td>
</tr>
<tr>
<td>Level 7</td>
<td>Level 7 BTEC Level 7 Advanced Professional Diplomas, Certificates and Awards (QCF) BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised)</td>
<td>M (Masters)</td>
<td></td>
</tr>
<tr>
<td>KEY SKILLS</td>
<td>NVQS</td>
<td>NATIONAL QUALIFICATIONS FRAMEWORK (NQF), QUALIFICATIONS AND CREDIT FRAMEWORK (QCF) AND THE BTEC CUSTOMISED FRAMEWORK</td>
<td>FRAMEWORK FOR HIGHER EDUCATION QUALIFICATION LEVELS (FHEQ)</td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Level 4</td>
<td>NVQs</td>
<td>Level 4 BTEC HNDs and HNCs (NQF and Customised) BTEC Professional Diplomas, Certificates and Awards (NQF and Customised)</td>
<td>H (Honours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>I (Intermediate) foundation degrees BTEC Level 5 HND Diplomas (QCF) Higher National Diplomas (NQF and Customised)</td>
</tr>
<tr>
<td>Level 3</td>
<td>NVQs</td>
<td>Level 3 BTEC Level 3 Certificates, Level 3 Subsidiary Diplomas, BTEC Level 3 Diplomas and BTEC Level 3 Extended Diplomas (QCF) BTEC National Diplomas, Certificates and 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</td>
<td>C (Certificate)</td>
</tr>
<tr>
<td>Level 2</td>
<td>NVQs</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>NVQs</td>
<td>Level 1 BTEC Level 1 Diplomas, Certificates and Awards (QCF)</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>ESOL</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Entry Level</td>
<td>ESOL</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>QCF LEVEL 3 BTEC NATIONALS</th>
<th>NOQF LEVEL 3 BTEC NATIONALS</th>
<th>A LEVEL EQUIVALENCE IN SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No equivalent qualification</td>
<td>Edexcel BTEC Level 3 Certificate</td>
<td>0.5 x A level</td>
</tr>
<tr>
<td>Edexcel Level 3 BTEC National Award</td>
<td>Edexcel BTEC Level 3 Subsidiary Diploma</td>
<td>1 x A level</td>
</tr>
<tr>
<td>No equivalent qualification</td>
<td>Edexcel BTEC Level 3 90-credit Diploma</td>
<td>1.5 x A levels</td>
</tr>
<tr>
<td>Edexcel Level 3 BTEC National Certificate</td>
<td>Edexcel BTEC Level 3 Diploma</td>
<td>2 x A levels</td>
</tr>
<tr>
<td>Edexcel Level 3 BTEC National Diploma</td>
<td>Edexcel BTEC Level 3 Extended Diploma</td>
<td>3 x A levels</td>
</tr>
</tbody>
</table>

The following table matches the old with the new titles for the level 2 BTEC Firsts:

<table>
<thead>
<tr>
<th>QCF LEVEL 2 BTEC FIRSTS</th>
<th>NOQF LEVEL 2 BTEC FIRSTS</th>
<th>GCSE LEVEL EQUIVALENCE IN SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>No equivalent qualification</td>
<td>Edexcel BTEC Level 2 Certificate</td>
<td>1 x GCSE</td>
</tr>
<tr>
<td>Edexcel Level 2 BTEC First Certificate</td>
<td>Edexcel BTEC Level 2 Extended Certificate</td>
<td>2 x GCSEs</td>
</tr>
<tr>
<td>Edexcel Level 2 BTEC First Diploma</td>
<td>Edexcel BTEC Level 2 Diploma</td>
<td>4 x GCSEs</td>
</tr>
</tbody>
</table>

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.

Some subjects remained on the NQF, for example the BTEC Nationals in Children’s Care, Learning and Development, and so two sets of titling convention are currently in use.

The Edexcel website (www.edexcel.com) and the Register of Regulated Qualifications (http://register.ofqual.gov.uk) give full details of BTEC qualifications.

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**Edexcel level 2 BTEC First Certificate (NQF)**

**NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:**
Level 2

**BACKGROUND:**
The Edexcel level 2 BTEC First Certificates are designed to provide specialist work-related qualifications in a range of sectors. They are unit-based qualifications that focus on particular aspects of employment within a vocational sector. The level 2 BTEC First Certificate offers a qualification that can 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 First Certificate offers a focused qualification 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.

There are key aspects within the Edexcel level 2 BTEC First Qualifications.
- The qualifications all have a specialist focus
- All units are internally assessed and verified
- The BTEC First Certificates have the equivalence on the School and College Achievement and Attainment Tables to two GCSEs (A* – C)
- There is an overall qualification grade for certification
- Some of the qualifications have been approved as Technical Certificates

**DATE OF FIRST TEACHING:**
2004

**DATE OF FIRST AWARD:**
2005

**NUMBER OF UNITS/STRUCTURE:**
- Three 60 GLH (guided learning hours) units, including mandatory and specialist units, with a qualification size of 180 GLH.

**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 or Distinction. These are detailed as part of the documents for certification.

Each qualification will have an overall grade of Pass, Merit or Distinction; and since September 2006 a Distinction* grade has been available.

**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, 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 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.

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).

Edexcel level 2
BTEC First Diploma (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 2

BACKGROUND:
The Edexcel level 2 BTEC First Diplomas are designed to provide specialist work-related qualifications in a range of sectors. They are unit-based qualifications that focus on particular aspects of employment within a vocational sector. The level 2 BTEC First Diploma offers a qualification which can 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 First Diploma offers a focused qualification 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.

There are key aspects within the Edexcel level 2 BTEC First qualifications.

- The qualifications all have a specialist focus.
- All units are internally assessed and verified.
- The BTEC First Diplomas have the equivalence on the School and College Achievement and Attainment Tables to four GCSEs (A* – C).
- There is an overall qualification grade for certification.
- Some of the qualifications have been approved as Technical Certificates.

DATE OF FIRST TEACHING:
2002

DATE OF FIRST AWARD:
2003

NUMBER OF UNITS/STRUCTURE:
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 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 or Distinction and since September 2006 a Distinction* grade has been available.

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 (to any associated level 3 vocationally-related qualification or to a level 2 or 3 occupational competence qualification such as an NVQ).
Edexcel BTEC Short Courses
(NQF)

NATIONAL QUALIFICATIONS FRAMEWORK 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.

Edexcel level 3 BTEC National Award (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The Edexcel level 3 BTEC National Award is a 360-guided learning hours unit-based specialist qualification that focuses on particular aspects of employment within the vocational sector. As such, the BTEC National Award offers a qualification which can 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 offers a focused qualification 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. It is broadly equivalent to one GCE A level.

The Edexcel level 3 BTEC National qualifications are designed to provide specialist work-related qualifications in a range of sectors. 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, through further or higher education. The Edexcel level 3 BTEC National qualifications link to the Occupational Standards for the sector where these are appropriate and are supported by the relevant Sector Skills Council (SSC).

DATE OF FIRST TEACHING:
2002

DATE OF FIRST AWARD:
2003

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 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, Merit or Pass.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>120</td>
</tr>
<tr>
<td>Merit</td>
<td>80</td>
</tr>
<tr>
<td>Pass</td>
<td>40</td>
</tr>
</tbody>
</table>

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 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).

Edexcel level 3 BTEC National Certificate (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The Edexcel level 3 BTEC National Certificate is a 720-guided learning hours unit-based specialist work-related qualification that covers the key knowledge and practical skills required in the vocational sector and also offers different emphasis through the choice of specialist units. It is broadly equivalent to two GCE A levels or the 12-unit AVCE. The qualification offers an engaging programme for 16-19-year-olds who are clear about the area of employment they wish to enter. Such learners may wish to extend their programme through the study of a related GCE or other qualification. Alternatively, their access to suitable work situations may allow learners to achieve an NVQ qualification or individual NQO units in the vocational sector. For adult learners the Edexcel level 3 BTEC National Certificate offers a specialist work-related qualification to confirm and extend their work experience if they are or have been employed in the sector. It also provides a suitable qualification for those wishing to change career or move into a particular area of employment following a career break. This qualification provides opportunities which enable 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 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 five overall grades awarded, as below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD</td>
<td>240</td>
</tr>
<tr>
<td>DM</td>
<td>200</td>
</tr>
<tr>
<td>MM</td>
<td>160</td>
</tr>
<tr>
<td>MP</td>
<td>120</td>
</tr>
<tr>
<td>PP</td>
<td>80</td>
</tr>
</tbody>
</table>

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 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).
Edexcel level 3 BTEC National Diploma (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The Edexcel level 3 BTEC National Diploma is a 1080-guided learning hours unit-based qualification designed to extend and deepen the specialist focus available in the Certificate. It is broadly equivalent to three GCE A levels. The qualification prepares learners for employment in the sector and will be suitable for 16-19-year-olds who have already decided that they wish to enter a specific area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment or progress into higher education. Other learners may want to extend the specialism that they followed on the Edexcel level 3 BTEC National Certificate. 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 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, as below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDD</td>
<td>360</td>
</tr>
<tr>
<td>DDM</td>
<td>320</td>
</tr>
<tr>
<td>DMM</td>
<td>280</td>
</tr>
<tr>
<td>MMM</td>
<td>240</td>
</tr>
<tr>
<td>MMP</td>
<td>200</td>
</tr>
<tr>
<td>MPP</td>
<td>160</td>
</tr>
<tr>
<td>PPP</td>
<td>120</td>
</tr>
</tbody>
</table>

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 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).

Edexcel level 5 BTEC Higher National Certificate (NQF)

QUALIFICATION ABBREVIATION:
BTEC HNC

NATIONAL QUALIFICATIONS FRAMEWORK 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 Edexcel’s BTEC qualifications for exemption from professional examinations and/or entry to full corporate membership. In some professions, the Edexcel BTEC qualification is the main route to professional qualifications. Because employers and professional bodies are heavily involved in the design of Edexcel’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.
Edexcel level 5 BTEC Higher National Diploma (NQF)

QUALIFICATION ABBREVIATION:
BTEC HND

NATIONAL QUALIFICATIONS FRAMEWORK 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 Edexcel’s BTEC qualifications for exemption from professional examinations and/or entry to full corporate membership. In some professions, the Edexcel BTEC qualification is the main route to professional qualifications. Because employers and professional bodies are heavily involved in the design of Edexcel’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:
An HND consists of 16 units, all of which have to be achieved at Pass or above.

Units in the HND 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 HNDS, 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.

HEIs 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.
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.

HEIs 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.

### Edexcel BTEC level 2 Certificate (QCF)

**QCF LEVEL:**
Level 2

**BACKGROUND:**
The new Edexcel 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*.

### Edexcel BTEC level 2 Extended Certificate (QCF)

**QCF LEVEL:**
Level 2

**BACKGROUND:**
These new 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
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.

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.

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).

The assessment is criterion-referenced, based on the achievement of specified outcomes.

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*.

The qualification is 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.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

**Edexcel BTEC level 2 Diploma (QCF)**

**QCF LEVEL:**
Level 2

**BACKGROUND:**
These new 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.

**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).

**Edexcel BTEC Specialist Level 3 Awards, Certificates and Diplomas (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 Edexcel 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.

**AWARDS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>20</td>
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<tr>
<td>Merit</td>
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<td>Pass</td>
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**CERTIFICATES**

<table>
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<tr>
<th>Grade</th>
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</tr>
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<tbody>
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<tr>
<td>Merit</td>
<td>30</td>
</tr>
<tr>
<td>Pass</td>
<td>20</td>
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**DIPLOMAS**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Merit</td>
<td>80</td>
</tr>
<tr>
<td>Pass</td>
<td>40</td>
</tr>
</tbody>
</table>

**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.

**Edexcel BTEC level 3 Certificate (QCF)**

**QCF LEVEL:**
Level 3

**BACKGROUND:**
The new Edexcel 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D*</td>
<td>70</td>
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<tr>
<td>D</td>
<td>60</td>
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<tr>
<td>M</td>
<td>40</td>
</tr>
<tr>
<td>P</td>
<td>20</td>
</tr>
</tbody>
</table>

**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).

**Edexcel BTEC level 3 Subsidiary Diploma (QCF)**

**QCF LEVEL:**
Level 3

**BACKGROUND:**
These new 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, as below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D*</td>
<td>140</td>
</tr>
<tr>
<td>D</td>
<td>120</td>
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<tr>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>P</td>
<td>40</td>
</tr>
</tbody>
</table>

**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.

Edexcel 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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS tariff points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>D*D</td>
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<td>DD</td>
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</tr>
<tr>
<td>DM</td>
<td>160</td>
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<td>MM</td>
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<tr>
<td>MP</td>
<td>100</td>
</tr>
<tr>
<td>PP</td>
<td>60</td>
</tr>
</tbody>
</table>

**QUALITY ASSURANCE:**
External verification and National Standards quality assurance is undertaken as follows:

- **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:**
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.

Edexcel BTEC level 3 Diploma (QCF)

**QCF LEVEL:**
Level 3

**BACKGROUND:**
These new 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, as below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D<em>D</em></td>
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</tr>
<tr>
<td>D*D</td>
<td>260</td>
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<tr>
<td>DD</td>
<td>240</td>
</tr>
<tr>
<td>DM</td>
<td>200</td>
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<tr>
<td>MM</td>
<td>160</td>
</tr>
<tr>
<td>MP</td>
<td>120</td>
</tr>
<tr>
<td>PP</td>
<td>80</td>
</tr>
</tbody>
</table>

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).

Edexcel BTEC level 3 Extended Diploma (QCF)

QCF LEVEL:
Level 3

BACKGROUND:
These new 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.

<table>
<thead>
<tr>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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<td>D*DD</td>
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</tr>
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<td>MPP</td>
<td>160</td>
</tr>
<tr>
<td>PPP</td>
<td>120</td>
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</tbody>
</table>

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).

### Edexcel BTEC Specialist courses levels 1-3 (QCF)

**QUALIFICATIONS AND CREDIT FRAMEWORK 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).

### Edexcel WorkSkills levels 1-3 (QCF)

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.

**Edexcel BTEC Professional courses levels 4-7 (QCF)**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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).

Edexcel 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.

HEIs 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.

EDI (Education Development International)

Education Development International (EDI) is one of the UK’s premier examining and awarding bodies. EDI’s extensive range of tests and qualifications are accredited by the UK regulatory authorities. 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 K for English Language Proficiency tests).

EDI level 3 Certificate in Personal Training

QUALIFICATIONS AND CREDIT FRAMEWORK 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
Qualifications currently offered

**EDI level 3 Award in IT User Skills**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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**EDI level 3 Diploma in IT User Skills**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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**EDI level 3 Certificate in IT User Skills**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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**EDI level 3 Award in Food Safety Supervision for Logistics**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 3 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 for Working in the Health Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

EXAMINATION TIMING:
Not applicable

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:
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 Award in Hospitality Supervision and Leadership Principles (QCF)

QUALIFICATIONS AND CREDIT FRAMEWORK 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 Hospitality and Catering Principles (Professional Cookery) (QCF)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This 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
QUALIFICATIONS AND CREDIT FRAMEWORK 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 Principles of Supervising Customer Service Performance in the Hospitality, Leisure, Travel and Tourism Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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 Customer Service

QUALIFICATIONS AND CREDIT FRAMEWORK 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 test. 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 Teaching Advanced ICT

QUALIFICATIONS AND CREDIT FRAMEWORK 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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 5 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 9 credit Planning and Preparing to Teach ICT unit is assessed by three assignments which are found within the specification. The 6 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 Award in Preparing to Teach in the Lifelong Learning Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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 an examination and observation, and assessment of three hours of the teaching practice.

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 Certificate in Education Principles and Practice

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 4

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 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 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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 thirty 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 Teaching in the Lifelong Learning Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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 thirty 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 Management Principles

QUALIFICATIONS AND CREDIT FRAMEWORK 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.
QUALIFICATIONS CURRENTLY OFFERED

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 4 Diploma in Education Practice: ICT Advanced

QUALIFICATIONS AND CREDIT FRAMEWORK 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 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:
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.

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 (LCCI IQ) level 3 Certificate in Accounting

QUALIFICATIONS CURRENTLY OFFERED

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.

DATE OF RESULT PUBLICATION:
N/A

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.
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.

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<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
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</tr>
<tr>
<td>Credit</td>
<td>90</td>
</tr>
<tr>
<td>Pass</td>
<td>70</td>
</tr>
</tbody>
</table>

PROGRESSION/ARTICULATION:
Successful learners can progress to the LCCI IQ level 4 Financial Accounting 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.

EDI level 3 Certificate in Transition to Playwork (from Early Years)

QUALIFICATIONS AND CREDIT FRAMEWORK 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 in Principles of the Creative and Cultural Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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.
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:
The qualification will allow learners to progress onto the EDI level 3 Diploma in Health and Social Care.

EDI level 3 Award in Awareness of Dementia

QUALIFICATIONS AND CREDIT FRAMEWORK 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, i.e. 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 5 Diploma in Management and Leadership**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 Diploma in IT User Skills (ITQ Apprentice)**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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
**EDI level 3 Certificate in Retail Knowledge**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 EDI level 3 Certificate in Retail Knowledge 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 Retail Knowledge can progress to higher level knowledge-based qualifications, for example the level 5 Certificate/Diploma in Management and Leadership.

**EDI level 3 Certificate in ICT Systems and Principles**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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:**
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 3 Certificate in Principles of Sales**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 (LCCI) level 3 Certificate in Business Principles and Practice

NATIONAL QUALIFICATIONS FRAMEWORK 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:
Candidates for this qualification must at least have a business studies or management qualification or equivalent. 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.

ASSESSMENT METHOD:
100% externally assessed - 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 Specialised Diplomas or to professional accounting and finance qualifications.

EDI (LCCI) level 3 Award in Professional Ethics and Finance

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The level 3 Award in Professional Ethics 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.
PROGRESSION/ARTICULATION:
Successful learners may go on to achieve a range of LCCI Specialised Diplomas or to professional accounting and finance qualifications.

EDI (LCCI) level 3 Award in Understanding Financial Statements

QUALIFICATIONS AND CREDIT FRAMEWORK 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 or to professional accounting and finance qualifications.

EDI (LCCI) level 3 Award in Principles and Practice of Costing

QUALIFICATIONS AND CREDIT FRAMEWORK 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 the LCCI level 4 Diploma in Accounting and Finance.
EDI (LCCI) level 4 Award in Business Finance and Banking Operations

QUALIFICATIONS AND CREDIT FRAMEWORK 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 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.

EDI (LCCI) level 4 Certificate in Applied Business Economics

QUALIFICATIONS AND CREDIT FRAMEWORK 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 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.

EDI (LCCI) level 3 Award in Introduction to Business Planning and Strategy

QUALIFICATIONS AND CREDIT FRAMEWORK 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.
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 Qualifications and Credit Framework.

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English Speaking Board Graded Examinations in Speech

QUALIFICATION ABBREVIATION: ESB

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

European Baccalaureate

QUALIFICATION ABBREVIATION: EB

BACKGROUND:
The European Baccalaureate (EB) is awarded only by the 14 European Schools of the European Union (EU), which provide free education for children of staff employed by EU institutions. There are currently around 22,500 pupils in the system as a whole, and approximately 1400 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. 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 1, 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 below.

- 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 they 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 UK system).

NUMBER OF UNITS/STRUCTURE:
Between eight and 12 subjects are likely to be taken in the EB.
ASSESSMENT METHOD:
Forty percent internal assessment during EB year, 36% five final written exams, 24% four final oral exams. Final written and oral exams are jointly assessed by teacher and external examiner.

EXAMINATION TIMING:
June

DATE OF RESULT PUBLICATION:
July

GRADING SYSTEM:
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 by means of:
   - internal school examinations – 25%
   - continuous assessment – 15%.

b) Five final written exams set by the Examining Board, in the mother tongue, first foreign language, mathematics and two elective subjects – 36%.

c) Four 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, and a fourth compulsory or elective subject – 24%.

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.

<table>
<thead>
<tr>
<th>COMPULSORY SUBJECTS</th>
<th>OPTIONAL SUBJECTS</th>
<th>COMPLEMENTARY ACTIVITIES</th>
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<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
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<tr>
<td>Language I (4 periods)</td>
<td>Biology</td>
<td>Latin*</td>
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<td>Language II (3 periods)</td>
<td>History</td>
<td>Ancient Greek*</td>
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<tr>
<td>Mathematics (3 periods)</td>
<td>Geography</td>
<td>Geography</td>
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<tr>
<td>or</td>
<td>Philosophy</td>
<td>Philosophy</td>
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<tr>
<td>Mathematics (5 periods)</td>
<td>Language III</td>
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<tr>
<td>Religion/Ethics (1 period)</td>
<td>Language IV</td>
<td>History</td>
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<tr>
<td>Physical education (2 periods)</td>
<td>History</td>
<td>Economics</td>
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<td>Music</td>
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</table>

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, ‘The European Schools and the European Baccalaureate: Guidance for Universities and Colleges’: https://www.education.gov.uk/publications/standard/Highereducationanduniversities/Page1/EURO-BACC
Extended Project

NATIONAL QUALIFICATIONS FRAMEWORK 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 is a mandatory part of Level 3 Diplomas, and students taking A level programmes often have the opportunity of undertaking an extended project as part of their programme. However, A level programmes are not compulsory and therefore the extended project will not be mandatory.

At level 3, 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 HEIs 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 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.

While Diploma students will be required to undertake a project related to the Diploma line, it is likely that they 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 HEIs 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 HEIs 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. Also, very useful generic skills aiding progression to HE will be developed 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 continues to be available to current students to enable them to complete the qualification. The Diploma will not be available to new students from September 2012 (following decisions by awarding organisations to stop offering it). Schools and colleges may continue to offer the component qualifications (e.g. Principal Learning) individually, recognising the inherent value of these qualifications.

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 has a common framework for both A level students and those taking Diplomas and is graded A* to E.

UCAS Tariff points with effect from 2009 entry:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
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<tbody>
<tr>
<td>A*</td>
<td>70</td>
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<tr>
<td>A</td>
<td>60</td>
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<tr>
<td>B</td>
<td>50</td>
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<td>40</td>
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<td>D</td>
<td>30</td>
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<td>E</td>
<td>20</td>
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</tbody>
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QUALITY ASSURANCE:
Ofqual arrangements for awarding and setting standards in the Extended Project and Diploma are available at the following link — www.ofqual.gov.uk/files/ofqual-08-3865_DASG_report.pdf

Free-Standing Mathematics Qualifications

QUALIFICATION ABBREVIATION:
FSMQ

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Levels 1, 2, 3

BACKGROUND:
FSMQs (formerly referred to as Free-Standing Mathematics Units) are qualifications for post-16 students (all are accredited pre-16) that were piloted from September 1998 to August 2000. They became part of the National Qualifications Framework 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 A level and AS courses.

At Advanced level, each free-standing qualification is similar in size and demand to a unit of GCE A level/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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20</td>
</tr>
<tr>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
</tr>
</tbody>
</table>

**PROGRESSION/ARTICULATION:**
GCE mathematics, HE

**General Certificate of Education Advanced level**

**QUALIFICATION ABBREVIATION:**
GCE A level or A level

**NATIONAL QUALIFICATIONS FRAMEWORK 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 a subsequent section.

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), ie 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, 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 National Qualifications Framework.

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. The Secretary of State for Education recently announced that A levels would be reformed, with new A levels in place from September 2014. For more information please see Ofqual’s website at www.ofqual.gov.uk/news-and-announcements/83/873.

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
- 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.
- 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.

ASSESSMENT METHOD:

The majority of GCE AS and A2 level specifications 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 is a continuing requirement for all GCE A levels to provide opportunities for all students to demonstrate their written communication skills (English, Welsh or Irish) in all subjects except mathematics, and the synoptic assessment requirements in all subjects.

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 in January and mid-May to end of June. This arrangement allows centres to offer students the opportunity of taking AS and A2 units in stages or all together at the end of the course. Not all units are available for examination in January. All specifications indicate clearly whether units are available in January as well as June.
DATE OF RESULT PUBLICATION: August/March

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 HEIs 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

GCE A level and AS qualifications carry points scores within the UCAS Tariff.

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.

The scores used are as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>140</td>
</tr>
<tr>
<td>A</td>
<td>120</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>40</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Candidate</th>
<th>AS Unit 1</th>
<th>AS Unit 2</th>
<th>A2 Unit 3</th>
<th>A2 Unit 4</th>
<th>Total UMS Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>85</td>
<td>95</td>
<td>92</td>
<td>362</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>100</td>
<td>95</td>
<td>83</td>
<td>378 A*</td>
</tr>
</tbody>
</table>

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, DCELLS 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, DCELLS 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, GCE 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 DCELLS carry out scrutinies, 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

NATIONAL QUALIFICATIONS FRAMEWORK 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 retake 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 retake all the AS units, in which case it is based solely on their results 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.

**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.
- 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.
- 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 January and June. This arrangement allows centres to offer students the opportunity of taking AS and A2 units in stages or all together at the end of the course. AS units do not have to be taken during the first half of the course only.

Not all units are available for examination in January. All specifications indicate clearly whether units are available in January as well as 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. The results of January examinations are normally available in the following March.

**GRADING SYSTEM:**
Graded on a scale of A – E.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60 Highest grade awarded</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
</tr>
<tr>
<td>E</td>
<td>20 Lowest pass awarded</td>
</tr>
</tbody>
</table>

U indicates an unclassified performance which is not certified.

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 DCeLLEs) 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 (FSMOs) (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.

NATIONAL QUALIFICATIONS FRAMEWORK 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:**
January/June

**DATE OF RESULT PUBLICATION:**
March/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

<table>
<thead>
<tr>
<th>Grade</th>
<th>AS</th>
<th>A level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>n/a</td>
<td>140</td>
</tr>
<tr>
<td>A</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

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 E.

**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

**NATIONAL QUALIFICATIONS FRAMEWORK 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, since 2002, 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, eg 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.
Qualifications currently offered

DATE OF FIRST AWARD:
1988; most recently revised specifications in 2011 (most subjects except the following), 2012 (English, Welsh, mathematics and IGC), 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 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 are 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 have no set number of units. However, Applied GCSEs introduced in 2002 had a three-unit structure. New GCSEs in the sciences introduced in 2006 were unit-based. From 2009 most GCSEs have been modular with a maximum of four assessment units in a single award.

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 assessments in England will take 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 assessments on current GCSEs must take place at the end of the course for GCSEs certificating in 2014; and specific marks for accurate spelling, punctuation and grammar will be restored to external examinations in key subjects requiring extended written responses from January 2013. Resitting of individual unit examinations will no longer be allowed, although it will still be possible to resit the whole qualification. The Government is currently reviewing the National Curriculum and intends to reform examinations at 16 to reflect the new curriculum.

The changes to GCSEs which take 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 north of Ireland, following public consultation, the Education Minister John O’Dowd 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). As part of the planned overall review of GCSEs in the north of Ireland, an evaluation of the impact of unitised GCSEs will be undertaken in 2014/15 to establish whether changes to specifications are needed.

EXAMINATION TIMING:
GCSEs are taken in the summer, normally from mid-May to the end of June, in November and in winter/spring. As part of the forthcoming changes to GCSEs, 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.

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. HEIs 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, i.e. 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 – GC, with U for unclassified.

QUALITY ASSURANCE:
GCSEs are accredited, monitored and scrutinised by Ofqual.

From 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.

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**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 National Qualifications Framework (NQF) and the Qualifications and Credit Framework (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**
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 appropriate as an entry level qualification for relevant degree programmes.

**Diplomas**
Diploma-level 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-level 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
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 need 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 at an appropriate level (usually final year) in first degree
studies.

Graduate 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
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
equal 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinction</td>
</tr>
<tr>
<td>B</td>
<td>Pass with Merit</td>
</tr>
<tr>
<td>C</td>
<td>Pass with Credit</td>
</tr>
<tr>
<td>D</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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 accredited 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 School of Finance

The ifs School of Finance is a leading provider of financial
education.

As a School of Finance, the ifs provides for the formal learning
needs of consumers and those employed within the industry, both
in the UK and in key markets worldwide.

ifs Certificate in Financial Studies

QUALIFICATION ABBREVIATION:
CeFS

QUALIFICATIONS AND CREDIT FRAMEWORK 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

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/part 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 awarded the following UCAS Tariff points with effect from 2005 entry to higher education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>120</td>
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<tr>
<td>B</td>
<td>100</td>
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<td>C</td>
<td>80</td>
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<td>D</td>
<td>60</td>
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<tr>
<td>E</td>
<td>40</td>
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</tbody>
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QUALITY ASSURANCE:
Ofqual

PROGRESSION/ARTICULATION:
CeFS provides underpinning knowledge for, and a pathway into, study for other ifs 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

QUALIFICATION ABBREVIATION
DipFS

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL
Level 3

BACKGROUND
The ifs level 3 Diploma in Financial Studies (DipFS) consists of the 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, paper-based examination. 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 awarded the following UCAS Tariff points with effect from 2012 entry to higher education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
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<td>D</td>
<td>60</td>
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<td>E</td>
<td>40</td>
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</tbody>
</table>
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.

QUALITY ASSURANCE
Oqtau

PROGRESSION/ARTICULATION
DipFS provides underpinning knowledge for, and a pathway into, study for other /s qualifications. DipFS also aids entry into higher education 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
- the Middle Years Programme, for students aged 11 to 16
- the Primary Years Programme (PYP), for students aged three to 12.

There are 3,412 schools (IB World Schools) that are authorised to offer International Baccalaureate programmes in 141 countries.

International Baccalaureate Diploma

QUALIFICATION ABBREVIATION:
IB

NATIONAL QUALIFICATIONS FRAMEWORK 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 SL 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 – Language
The candidate’s best language or mother tongue; students either study Literature and Performance (interdisciplinary), a language and literature or a literature course.

Group 2 – Language A2, or Language B, or Ab initio
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 globalsociety
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
Mathematics (HL)
Mathematics (SL)
Mathematical studies (SL)
Further mathematics (HL)
All students must do a course in mathematics.
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 Progarme subject. 50 hours.

C) Creativity, action, service (CAS) – the CAS programme is provided by the school and monitored by the IB. 50 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 more than 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 28 points or above, provided all the following requirements have been met:

(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)

(ii) 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 awarded the following UCAS Tariff points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points (2010 onwards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>720</td>
</tr>
<tr>
<td>44</td>
<td>698</td>
</tr>
<tr>
<td>43</td>
<td>676</td>
</tr>
</tbody>
</table>
The IBCC: 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 bodies 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

**International Baccalaureate Career-related Certificate**

**QUALIFICATION ABBREVIATION:**

IBCC

**NATIONAL QUALIFICATIONS FRAMEWORK 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 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 the Community and Service programme as well as an externally 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 more than 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 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, eg 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 IBCC core must be completed in order to qualify for the award of the IBCC. 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, HEIs 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,
routed 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)/O Level/ School Certificate

The International General Certificate of Secondary Education (IGCSE) is offered by two awarding organisations, International Examinations and Edexcel. Since September 2010 a range of IGCSE subjects have been accredited by Ofqual and receive funding for teaching in state schools.

### Cambridge International Examinations

**BACKGROUND:**

Cambridge IGCSE was developed by Cambridge International Examinations and introduced in 1988 primarily as a qualification for overseas candidates that aims to prepare students for further academic success, including progression to A level and AS study. The qualification is equivalent in standard to GCSE and may be considered acceptable at grades A*, A, B or C in lieu of GCSE on a subject for subject basis. Cambridge IGCSE is assessed on an eight-point scale of grades: A* – G, with A* being highest.

Many Cambridge IGCSE syllabuses have been approved by Ofqual and are funded for teaching in state schools in England and Northern Ireland. 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.

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.

If a student passes seven Cambridge IGCSE/Level1/Level2 examinations, from particular groupings, they will qualify for the Cambridge International Certificate of Education (ICE).

Cambridge ICE is awarded at Distinction, Merit and Pass.

Passing grades at Cambridge 0 level are A* – E, with A* being highest. If a student passes six Cambridge 0 level examinations, from particular groupings, they will qualify for the Cambridge School Certificate. The Cambridge School Certificate is awarded with First, Second and Third Divisions. Full information is available from Cambridge International Examinations.

### Edexcel (Pearson Education Ltd)

**BACKGROUND:**

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 Edexcel 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 give themselves the 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.

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
Unit 5: Individual oral commentary on poetry
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 final 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

QUALIFICATION ABBREVIATION:
NVO

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Levels 1–5 (some NVQs have not revised their levels according to the new QCF framework.)

QUALIFICATIONS AND CREDIT FRAMEWORK:
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 Qualifications and Credit Framework (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.direct.gov.uk/en/educationandlearning

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.

The AAT level 3 NVQ in Accounting (NQF) (now the AAT level 3 Diploma in Accounting (QCF)) carries UCAS Tariff points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>160</td>
</tr>
</tbody>
</table>

**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 students can benefit from face-to-face teaching and more than 1,000,000 have boosted their careers with NCC Education programmes.

NCC Education is accredited by Ofqual in England to award diplomas in the computing and business fields within the Qualifications and Credit Framework (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

**NATIONAL QUALIFICATIONS FRAMEWORK 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.

For more details consult the NCC Education website: www.nccedu.com.

**NCC Education Level 3 Diploma in Business**

**QUALIFICATION ABBREVIATION:**
L3DB

**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

QUALIFICATION ABBREVIATION:
L3DS

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.

For more details consult the NCC Education website: www.nccedu.com

NCC Education Level 4 Diploma in Computing (QCF)

QUALIFICATION ABBREVIATION:
L4DC

BACKGROUND:
A one-year, classroom-based academic programme, which equips students 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 you must have one of the following:

- NCC Education International Foundation Year (IFY) or level 3 Diploma in Computer Studies (L3DCS) qualification or
- 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 or
- At least one A level pass or 80 points on the UCAS Tariff for relevant qualifications or
- 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.

For more details consult the NCC Education website: www.nccedu.com

NCC Education Level 4 Diploma in Business Information Technology (QCF)

QUALIFICATION ABBREVIATION:
L4DBIT

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 you 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:

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.

For more details consult the NCC Education website:
www.nccedu.com

NCC Education Level 4 Diploma in Business (QCF)

QUALIFICATION ABBREVIATION:
L4DB

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 you 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.

For more details consult the NCC Education website:
www.nccedu.com

NCC Education Level 5 Diploma in Computing (QCF)

QUALIFICATION ABBREVIATION:
L5DC
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 L4DC.

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

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 onto the third year of their degree programmes.

For more details consult the NCC Education website: www.nccedu.com

NCC Education Level 5 Diploma in Business IT (QCF)

QUALIFICATION ABBREVIATION:
L5DBIT

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 you 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:

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.

For more details consult the NCC Education website: www.nccedu.com

NCC Education Level 5 Diploma in Business IT (QCF)

QUALIFICATION ABBREVIATION:
L5DBIT

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:

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.

For more details consult the NCC Education website: www.nccedu.com

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 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).

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).
NCC Education Level 7 Diploma in Business Management (QCF)

QUALIFICATION ABBREVIATION:
L7DBM

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 you 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 Information and Knowledge Management
- International Marketing

Students must pass all 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 MBA and MSc programmes for PgDBM graduates. For more information please visit www.nccedu.com.

NCFE Level 7 Postgraduate Diploma in Strategic Business IT (QCF)

QUALIFICATION ABBREVIATION:
L7PgDSBIT

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 you 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
- 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. For more information please visit www.nccedu.com.

NCFE

NCFE qualifications and awards are offered by centres throughout the UK, including further education colleges, adult education centres, private training providers, schools and businesses. NCFE works primarily with adult learners within further education colleges, although it strives to promote its qualifications to a wider audience.

NCFE offers qualifications in the following eight sector areas:

- Art, media and publishing
- Business, administration and law
• Education and training
• Engineering and manufacturing technologies
• Health, public services and care
• Leisure, travel and tourism
• Preparation for life and work
• Retail and commercial enterprise.

NCFE offers qualifications and awards at eight levels: Entry level and levels 1–7. NCFE’s level 3 qualifications are listed below.

• Award in Assessing Competence in the Work Environment
• Award in Assessing Vocationally Related Achievement
• Award in Counselling Skills and Theory
• Award in Employability Skills
• Award in Employment and Personal Learning Skills in Health
• Award in Externally Assuring the Quality of Assessment Processes and Practice
• Award in the Internal Quality Assurance of Assessment Processes and Practice
• Award in IT User Skills (TQ)
• Award in Job Search and Interview Skills
• Award in Learning to Learn for Higher Level Studies
• Award in Managing Diversity
• Award in Practical Supervision of Food Safety in Catering
• Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)
• Award in Supporting Teaching and Learning in Schools
• Award in Understanding the External Quality Assurance of Assessment Processes and Practice
• Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
• Award in Understanding the Principles and Practices of Assessment
• Certificate in Art and Design
• Certificate in Assessing Vocational Achievement
• Certificate in Contact Centre Operations
• Certificate in Cover Supervision of Pupils in Schools
• Certificate in Creative Craft
• Certificate in Early Years Foundation Stage Practice
• Certificate in Employability Skills
• Certificate in IT User Skills (TQ)
• Certificate in Interactive Media
• Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
• Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
• Certificate in Leisure Management
• Certificate in Logistics Operations (600/0729/1)
• Certificate in Management
• Certificate in Personal Training
• Certificate in Preparing to Work in Adult Social Care
• Certificate in Principles of Business and Administration
• Certificate in Principles of Customer Service
• Certificate in the Principles of End of Life Care
• Certificate in Retail Knowledge
• Certificate in Retail Skills (Management)
• Certificate in Retail Skills (Sales Professional)
• Certificate in Retail Skills (Visual Merchandising)
• Certificate in Travel Services
• Certificate in Stroke Care Management
• Certificate in Supporting Teaching and Learning in Schools
• Certificate in Teaching in the Lifelong Learning Sector
• Certificate in Working in End of Life Care
• Certificate in Working in the Health Sector
• Diploma in Business for the Creative Industries
• Diploma in Clinical Healthcare Support
• Diploma in Counselling Skills
• Diploma in Health and Social Care (Adults) for England
• Diploma in IT User Skills (Apprenticeship version)
• Diploma in IT User Skills (ITQ)
• Diploma in Specialist Support for Teaching and Learning in Schools
• Diploma for Entry to the Uniformed Services (501/1307/0)
• Diploma for the Children and Young People’s Workforce
• Diploma in Healthcare Support Services
• Diploma in Managing a Music Business Enterprise
• Diploma in Outdoor Learning
• Diploma in Radio (501/0262/X)
• Diploma in Retail Skills (Management)
• Diploma in Retail Skills (Sales Professional)
• Diploma in Retail Skills (Visual Merchandising)
• Key Skills
• NVQ Certificate in Advice and Guidance
• NVQ Certificate in Business and Administration
• NVQ Certificate in Spectator Safety
• NVQ Diploma in Business and Administration
• NVQ Diploma in Contact Centre Operations
• NVQ Diploma in Custodial Care (600/0247/5) – new QCF version for Jan 2011
• NVQ Diploma in Customer Service
• NVQ Diploma in Leisure Management
• NVQ Diploma in Outdoor Programmes
• NVQ Diploma in Personal Training
• NVQ Diploma in Travel Services
• NVQ in Food Manufacture (various pathways (500/7996/7)
• NVQ Certificate in Management
• NVQ Certificate in Occupational Health and Safety
• NVQ Certificate in Witness Care (600/1047/2)

NCFE Certificate in Art and Design

QUALIFICATIONS AND CREDIT FRAMEWORK 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:
Three mandatory units.

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
Level 3 Creative Craft qualifications; Level 3 Certificate in Interactive Media; level 3 NVQs in Design, Arts and Culture; Foundation Degrees in Art and Design.

NCFE Certificate in Creative Craft

QUALIFICATIONS AND CREDIT FRAMEWORK 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: 2009
NUMBER OF UNITS/STRUCTURE: Three mandatory units

ASSESSMENT METHOD: Internally assessed and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally assessed and externally moderated portfolio.

PROGRESSION/ARTICULATION: Level 3 Certificate in Art and Design; Level 3 Certificate in Interactive Media; NVQs in craft-related subjects; level 3 Higher Professional Diploma in Creative Arts.

NCFE Certificate in Interactive Media

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: For those interested in developing interactive media skills at an advanced level, extending candidates' knowledge of processes and principles and enabling progression into further education and training.

DATE OF FIRST TEACHING: 2010

NUMBER OF UNITS/STRUCTURE: Four mandatory units plus one optional unit.

ASSESSMENT METHOD: 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: Level 3 Certificate in Art and Design; Level 3 Certificate in Interactive Media; NVQs in craft-related subjects; level 3 Higher Professional Diploma in Creative Arts.

NCFE Certificate in Personal Training

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Seven mandatory units

ASSESSMENT METHOD: 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: Level 3 NVQ in Instructing Physical Exercise and Nutrition; Level 3 Certificate in Fitness Management; Level 3 Award in Adapting Physical Activity for Antenatal and Postnatal Clients; any other Level 3 qualification in the Health and Fitness Industry; Level 4 Higher Professional Diploma in Sport and Recreation Management; Level 4 HNC Diploma in Sport; Level 5 HND Diploma in Sport and Exercise Sciences.

NCFE Award in Counselling Skills and Theory

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Four mandatory units

ASSESSMENT METHOD: Internally assessed and externally moderated portfolio plus an assignment.

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: Level 3 Certificates in Workplace Mentoring; Level 3 and 4 NVQs in Advice and Guidance; Level 3 and 4 qualifications in Counselling; Foundation Degrees in, for example, Health and Social Care, Addictions Counselling, Care, Counselling and Working with Young People.

NCFE Diploma in Counselling Skills

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: Provides learners with 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.
QUALIFICATIONS CURRENTLY OFFERED

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Five mandatory units

ASSESSMENT METHOD:
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:
Level 3 NVQ Certificate in Advice and Guidance
Level 4 NVQ Diploma in Advice and Guidance
Level 2 or 3 Diplomas in Health and Social Care (Adults) for England

NCFE Award in Employability Skills

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Two mandatory units plus two optional units.

ASSESSMENT METHOD:
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:
- Level 4 Key Skills
- Level 3 or 4 vocational qualifications

NCFE Award in Job Search and Interview Skills

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2012

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Two mandatory units.

ASSESSMENT METHOD:
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.

NCFE Award in Learning to Learn for Higher Level Studies

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
One mandatory unit.

ASSESSMENT METHOD:
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:
A higher level study course in any sector.

NCFE Award in Managing Diversity

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to increase understanding of equality and diversity concepts; and increase awareness of how these issues impact upon organisational processes, management and delivery individual and organisational diversity experiences, skills and practices

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units

ASSESSMENT METHOD:
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.
NCFE Award in Practical Supervision of Food Safety in Catering

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND:
Aimed at owners and/or managers of independent catering outlets or managers in catering establishments which are part of a chain and who have responsibility for maintaining food safety within the workplace.

DATE OF FIRST TEACHING: 2009

NUMBER OF UNITS/STRUCTURE:
One mandatory unit

ASSESSMENT METHOD:
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:
- Level 3 Award in Food Safety Supervision for Retail
- Level 3 Certificate in Health and Safety in the Workplace
- Level 3 National Diploma in Hospitality
- Level 3 Certificate in Food and Beverage Service
- Level 3 NVQ in Food Service Advanced Craft
- Level 4 Award in Managing Food Safety in Catering.

NCFE Certificate in Employability Skills

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 16

NUMBER OF UNITS/STRUCTURE:
Three mandatory units plus seven optional units

ASSESSMENT METHOD:
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:
- Level 4 Key Skills
- Level 3 or 4 vocational qualifications.

NCFE Award in Preparing to Teach in the Lifelong Learning Sector

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND:
This programme is appropriate for all new entrants to teaching in the lifelong sector, or for those who are required to work towards achieving a recognised teaching status.

DATE OF FIRST TEACHING: 2011

PREREQUISITES:
Level 3 qualification or equivalent in their own area of specialism. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE:
One mandatory unit and seven optional units

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio

NCFE Certificate in Palliative Care

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND:
Aims to give those working in health care 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units.

ASSESSMENT METHOD:
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:
Level 2 NVQ in Health, level 3 NVQ in Health and Social Care, level 3 Certificates in Health and Social Care, Level 2 Certificate in Safe Handling of Medicines, Level 2 Award in the Prevention and Control of Infection, Level 2 Certificate in Dementia Awareness.

NCFE Certificate in Working in the Health Sector

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Six mandatory units.

ASSESSMENT METHOD:
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:
NVQ Level 3 in Health; NVQ Level 3 in Health and Social Care; Level 2 and 3 Diplomas in Society, Health and Development; Level 3 qualifications in Health and Social Care; a wide range of role/subject specific qualifications, eg Prevention and Control of Infection, Dementia Awareness, Moving and Handling, Mental Health etc.

NCFE Certificate in Supporting Teaching and Learning in Schools

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This programme aims to enable learners to understand the roles and responsibilities of those involved in supporting teaching and learning in schools, and 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Eleven mandatory units

ASSESSMENT METHOD:
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:
Provides progression to the NVQ in Supporting Teaching and Learning in Schools and also provides progression into employment. Learners may also progress to achieve HLTA status.

NCFE NVQ in Advice and Guidance

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide recognition and accreditation for advice and guidance practitioners working in a wide range of contexts. It is primarily aimed at practitioners working directly with clients, providing advice and some level of guidance, and who are working with information that is often interpreted by others, and within some clear guidelines.

DATE OF FIRST TEACHING:
2008

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units plus three optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Further qualifications at NVQ Level 4 or HE in the same or related occupational areas.

NCFE NVQ Diploma in Custodial Care (new QCF version for January 2011)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Five mandatory units plus at least five optional units.
ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- Level 3 NVQ in Witness Care
- Level 3 and 4 NVQs in Community Justice
- Level 3 NVQ in Policing
- Level 4 NVQ in Policing

NCFE Award in Preparing to Teach in the Lifelong Learning Sector

QUALIFICATIONS FRAMEWORK LEVEL:
Level 4

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
Teaching Practice requirement. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE:
Ten optional units.

ASSESSMENT METHOD:
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:
Level 3 or 4 Certificate in Preparing to Teach in the Lifelong Learning Sector if the student is working towards Associate Teaching and Learning Status (ATLS) or the Level 5 Diploma in Teaching in the Lifelong Learning Sector if the student is in the full teaching role and working towards the Qualified Teaching and Learning Status (QTLS).

NCFE Certificate in Early Years Foundation Stage Practice

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification has been designed to update practitioners on the requirements of the Early Years Foundation Stage, and will support them through its implementation. It is appropriate for those who work face-to-face with children from birth to five years in regulated settings in England. It is designed to build on the existing learning and experience held by practitioners and the good practice taking place in early years settings.

DATE OF FIRST TEACHING:
2009

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NCFE NVQ in Food Manufacture

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification forms part of the Advanced Apprenticeship in Food Manufacturing.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
One mandatory unit plus seven optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Team Leading and Management VRQ and NVQs.

NCFE NVQ in Health and Social Care

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification provides recognition and accreditation for those working in the health and social care sector whose roles involve the provision of care and support to children, young people and adults in a range of contexts. This includes both within protected environments such as private care homes as well as in individual’s own houses.

DATE OF FIRST TEACHING:
2008

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units plus four optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.
GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced.
Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Level 4 NVQ in Health and Social Care
Level 3 NVQ in Management
Level 4 NVQ in Management
Level 4 NVQ in Leadership and Management in Care Services

NCFE Certificate in Logistics Operations (new QCF version for 2011)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification has been designed for those working in and looking for progression from qualifications such as Level 2 NVQ in Warehousing and Storage.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units plus five optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced.
Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Management qualifications.

NCFE NVQ Certificate in Witness Care (new QCF version for 2011)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units plus three optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced.
Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Level 4 in the same or related areas of study.

NCFE Certificate in Principles of Business and Administration

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
No specific prior learning required.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units plus one optional unit.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced.
Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Level 3 NVQ suite in Business and Administration
Level 4 NVQ suite in Business and Administration
Level 3 NVQ Diploma in Customer Service
NCFE NVQ Certificate in Management

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required.
NUMBER OF UNITS/STRUCTURE: Three mandatory units plus 11 credits from the optional units.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Level 3 NVQ Diploma in Business and Administration

NCFE NVQ Diploma in Business and Administration

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: Four mandatory units plus a minimum of 14 credits from group B, optional units and a maximum of 13 credits from group C, additional units.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Level 4 NVQ in Customer Service, Level 4 NVQ Certificate or Diploma in Business and Administration, Level 3 NVQ in Management

NCFE NVQ Diploma in Customer Service

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: Two mandatory units plus a further 30 credits to be achieved by completing a minimum of one unit from each Optional Group.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Level 4 NVQ in Customer Service, Level 4 NVQ Certificate or Diploma in Business and Administration, Level 3 NVQ in Management

NCFE Award in Understanding the Principles and Practices of Assessment

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 19.
NUMBER OF UNITS/STRUCTURE: One mandatory unit
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALIFICATIONS currently offered

NCFE Award in Assessing Competence in the Work Environment

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE: Two mandatory units.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award and Certificate in Assessing Vocationally Related Achievement
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in Externalising the Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

NCFE Certificate in Assessing Vocational Achievement

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE: Three mandatory units.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Award in Assessing Competence in the Work Environment
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in Externalising the Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

NCFE Award in Assessing Vocationally Related Achievement

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

PREREQUISITES: No specific prior learning required. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE: Two mandatory units.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Award in Assessing Competence in the Work Environment
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in Externalising the Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

UK QUALIFICATIONS
NCFE Diploma for the Children and Young People’s Workforce

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 16

NUMBER OF UNITS/STRUCTURE: Learners must gain a minimum of 65 credits to achieve the Level 3 Diploma for the Children and Young People’s Workforce.

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: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: It is anticipated that learners selecting Group B (Early Learning and Childcare) will progress to relevant Foundation/Honours Degrees.

NCFE Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 4

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE: One mandatory unit.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

NCFE Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 4

DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 19.

NUMBER OF UNITS/STRUCTURE: Three mandatory units

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.
NCFE Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 4
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 19.
NUMBER OF UNITS/STRUCTURE: Three mandatory units.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

NCFE Diploma for Entry to the Uniformed Services

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: Five mandatory units, three optional units
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
- NCFE Level 3 Certificate in Professional Development for the Outdoor Industry
- NCFE Level 3 Certificate in Personal Effectiveness at Work
- Further qualifications within the Public Services sector

NCFE Diploma in Managing a Music Business Enterprise

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010

PROGRESSION/ARTICULATION:
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
PREREQUISITES: No specific prior learning required. Minimum entry age 16.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- higher or further education
- employment.

NCFE Diploma in Radio Production

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to employment in the radio industry.

NCFE Diploma in Healthcare Support Services

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate for Working in the Health Sector
- NCFE level 3 Diploma in Health and Social Care (Adults) for England
- NCFE level 3 Diploma in Healthcare Support Services
- NCFE level 3 Diploma in Clinical Healthcare Support.

NCFE Award in Employment and Personal Learning Skills in Health

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- Full Apprenticeship framework for Healthcare Support and Clinical Healthcare Support at level 3
- NCFE level 3 Diploma in Healthcare Support Services
- NCFE level 3 Diploma in Clinical Healthcare Support.

Certificate in Stroke Care Management

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2012

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

ASSESSMENT METHOD: Internally and externally verified portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally verified portfolio.

PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate for Working in the Health Sector
- NCFE level 3 Diploma in Health and Social Care (Adults) for England
- NCFE level 3 Diploma in Clinical Healthcare Support Services
- NCFE level 3 Diploma in Clinical Healthcare Support.

NCFE Certificate in Working in End of Life Care

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2012

PREREQUISITES: No specific prior learning required. Minimum entry age 16.
ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate in Cover Supervision of Pupils in Schools
- NCFE level 3 Certificate in Supporting Teaching and Learning in Schools
- NCFE level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

NCFE Certificate in Contact Centre Operations
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2011
PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units and 11 optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE level 4 NVQ Diploma in Contact Centre Operations
- NCFE level 4 Diploma in Customer Service.

NCFE Certificate in IT User Skills (ITQ)
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2011
PREREQUISITES:
No specific prior learning required. There is no minimum entry age for this qualification.

NUMBER OF UNITS/STRUCTURE:
77 optional units

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate in IT User Skills (ITQ)
- NCFE level 3 Diploma in IT User Skills (ITQ).

NCFE Award in Supporting Teaching and Learning in Schools
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2010
PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate in Cover Supervision of Pupils in Schools
- NCFE level 3 Certificate in Supporting Teaching and Learning in Schools
- NCFE level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

NCFE Certificate in IT User Skills (ITQ)
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2011
PREREQUISITES:
No specific prior learning required. There is no minimum entry age for this qualification.

NUMBER OF UNITS/STRUCTURE:
77 optional units

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE level 3 Certificate in IT User Skills (ITQ)
- NCFE level 3 Diploma in IT User Skills (ITQ).
NCFE Certificate in Management
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: Two mandatory units and 11 optional units.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- NCFE level 5 NVQ Diploma in Management
- NCFE level 7 NVQ Diploma in Management.

NCFE Certificate in Principles of Customer Service
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: Three mandatory units.
ASSESSMENT METHOD: Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to:
- NCFE level 3 NVQ Diploma in Customer Service
- NCFE level 4 NVQ Diploma in Customer Service.

NCFE Certificate in Supporting Teaching and Learning in Schools
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2010
PREREQUISITES: No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE: 11 mandatory units.
ASSESSMENT METHOD: Competence based. Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.

NCFE Diploma in IT User Skills
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011
PREREQUISITES: No specific prior learning required. There is no minimum entry age for this qualification.
NUMBER OF UNITS/STRUCTURE: Three mandatory units and 87 optional units.
ASSESSMENT METHOD: Competence based. Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION: Learners who achieve this qualification could progress to further qualifications at level 3 or higher.

NCFE Diploma in IT User Skills (ITQ)
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3
DATE OF FIRST TEACHING: 2011
PREREQUISITES: No specific prior learning required. There is no minimum entry age for this qualification.
NUMBER OF UNITS/STRUCTURE: One mandatory unit and 76 optional units.
ASSESSMENT METHOD: Competence based. Internally and externally verified portfolio.
GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE: Internally and externally verified portfolio.
PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to further qualifications at level 3 in the same or related subject area.

NCFE Diploma in Specialist Support for Teaching and Learning in Schools
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2010
PREREQUISITES:
No specific prior learning required. Minimum entry age 16.
NUMBER OF UNITS/STRUCTURE:
11 mandatory units and 41 optional units.
ASSESSMENT METHOD:
Competence based. Internally and externally verified portfolio.
GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE:
Internally and externally verified portfolio.
PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to Higher Level Teaching Assistant Status (HLTA).

NCFE Certificate Cover Supervision of Pupils in Schools
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2010
PREREQUISITES:
No specific prior Learning required. Minimum entry age 18.
NUMBER OF UNITS/STRUCTURE:
11 mandatory units.
ASSESSMENT METHOD:
Competence based. Internally and externally verified portfolio.
GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE:
Internally and externally verified portfolio.
PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to:
- NCFE Level 3 Certificate in Supporting Teaching and Learning in Schools
- NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

NCFE Certificate in Teaching in the Lifelong Learning Sector
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3
DATE OF FIRST TEACHING:
2011
PREREQUISITES:
30 hours of teaching practice. Minimum entry age 18.
NUMBER OF UNITS/STRUCTURE:
Two mandatory units and 57 optional units.
ASSESSMENT METHOD:
Competence based. Internally and externally verified portfolio.
GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE:
Internally and externally verified portfolio.
PROGRESSION/ARTICULATION:
Learners who achieve this qualification could progress to Diplomas in Teaching in the Lifelong Learning Sector.

NCFE NVQ Diploma in Business and Administration
QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 4
DATE OF FIRST TEACHING:
2010
PREREQUISITES:
No specific prior Learning required. Minimum entry age 18.
NUMBER OF UNITS/STRUCTURE:
Six mandatory units and 44 optional units.
ASSESSMENT METHOD:
Internally and externally verified portfolio.
GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.
QUALITY ASSURANCE:
Internally and externally verified portfolio.
NCFE NVQ Diploma in Contact Centre Operations

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Two mandatory units and 47 optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Level 4 NVQ Diploma in Contact Centre Operations.

NCFE NVQ Diploma in Customer Service

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 4

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Two mandatory and 31 optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally verified portfolio.

PROGRESSION/ARTICULATION:
Level 5 NVQ Diploma in Management.

NCFE NVQ Certificate in Spectator Safety

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This programme 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 stadia and relating directly to the National Occupational Standards developed by SkillsActive.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Four mandatory units plus two optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
• Level 4 NVQ in Spectator Safety Management
• Level 4 NVQ in Management
• 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 NVQ Diploma in Spectator Safety Management

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 4

BACKGROUND:
This programme aims to provide a nationally recognised, competence-based qualification that is appropriate to those working at spectator events, especially events taking place within sports stadiums.

It is for those working in the match-day and events stewarding industry. It can be achieved by candidates working in supervisory positions at sports events, concerts or carnivals, where the safety of spectators is paramount.

DATE OF FIRST TEACHING:
2011
PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Seven mandatory units plus two optional units.

ASSESSMENT METHOD:
Internally and externally verified portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Level 5 NVQ Diploma in Management
- The 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 Certificate in Leisure Management

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification is suitable for learners looking to develop the underpinning knowledge and skills for working in the sport, leisure and recreation sector in a managerial or supervisory capacity. It’s also suitable for those already working in the sector, wishing to progress to managerial or supervisory roles or to gain recognition of knowledge and skills already held through working at that level.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Six mandatory units plus one optional unit.

ASSESSMENT METHOD:
Internally and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Level 3 NVQ Diploma in Leisure Management
- Or to further education courses in marketing, business, events management, management and leadership.

NCFE NVQ Diploma in Leisure Management

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification is suitable for learners looking to develop the skills, competence, knowledge and understanding for working in the sport, leisure and recreation sector in a managerial or supervisory capacity.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE:
Eleven mandatory units plus a minimum of seven credits from the 17 optional units.

ASSESSMENT METHOD:
Internally and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Human resource management
- Marketing
- Events management
- Management and leadership
- Business.

NCFE Diploma in Outdoor Learning

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES:
No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE:
Six mandatory units.

ASSESSMENT METHOD:
Internally and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- NCFE Level 3 NVQ Diploma in Outdoor Programmes
- MLTUK Mountain Leader Award and other National Governing Body Awards.

NCFE NVQ Diploma in Outdoor Programmes

QUALIFICATIONS AND CREDIT FRAMEWORK 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

PREREQUISITES: No specific prior learning required. Minimum entry age 18.

NUMBER OF UNITS/STRUCTURE: A minimum of 39 credits is required depending on the chosen pathway.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Relevant NGB qualifications
- Teaching qualifications
- Higher level management qualifications.

NCFE Certificate in Travel Services

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: This qualification is the technical certificate and is part of the Apprenticeship framework for the level 3 NVQ Diploma in Travel Services. The Apprenticeship will suit candidates who are working or looking to work within the travel and tourism industry as a travel consultant, overseas representative, tour operator or working in the head office of a tour operator.

DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: One mandatory unit and a minimum of seven credits from the optional units required, depending on the chosen pathway.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Level 3 NVQ Diploma in Travel Services
- Level 2 NVQ Certificate in Team Leading
- Level 3 NVQ Certificate in Management.

NCFE NVQ Diploma in Personal Training

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: This qualification is aimed at those already working in or seeking to start a career in travel services and can be taken whilst in the workplace to allow hands-on experience as training occurs.

DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Three mandatory units and a minimum of 24 credits from the optional units required depending on the chosen pathway.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

PROGRESSION/ARTICULATION:
- Level 3 NVQ Diploma in Travel Services
- Level 2 NVQ Certificate in Team Leading
- Level 3 NVQ Certificate in Management.

NCFE Certificate in Retail Skills (Management)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: This qualification has been developed in association with People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism, and is based on the national occupational standards for the industry.

DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Nine mandatory units and one additional unit.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

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 NVQ Diploma in Personal Training

QUALIFICATIONS AND CREDIT FRAMEWORK 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: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Nine mandatory units and one additional unit.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

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 Certificate in Retail Skills (Management)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: This qualification has been developed in association with People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism, and is based on the national occupational standards for the industry.

DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Nine mandatory units and one additional unit.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

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 Certificate in Retail Skills (Management)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL: Level 3

BACKGROUND: This qualification has been developed in association with People 1st, the Sector Skills Council for Hospitality, Leisure, Travel and Tourism, and is based on the national occupational standards for the industry.

DATE OF FIRST TEACHING: 2011

PREREQUISITES: No specific prior learning required. Minimum entry age 16.

NUMBER OF UNITS/STRUCTURE: Nine mandatory units and one additional unit.

ASSESSMENT METHOD: Internally and externally moderated portfolio.

GRADING SYSTEM: Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE: Internally and externally moderated portfolio.

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.
BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
Qualification consists of one mandatory unit and 22 optional units. Candidates must achieve 31 credits of which 10 credits must come from the mandatory group. Candidates must also complete a minimum of 21 credits from the optional units.

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Diploma in Retail Skills (Sales Professional)
- Level 3 Diploma in Retail Skills (Management)
- Level 3 Certificate in Retail Knowledge
- Level 3 Employability qualifications
- Level 3 Customer Service qualifications.

NCFE Certificate in Retail Skills (Sales Professional)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
Candidates must achieve 31 credits of which: 10 credits from group A, a minimum of 21 credits from the optional units (a maximum of 11 credits may come from the level 2 units and 10 credits must come from the level 3 units).

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Diploma in Retail Skills (Sales Professional)
- Level 3 Diploma in Retail Skills (Management)
- Level 3 Certificate in Retail Knowledge
- Level 3 Employability qualifications
- Level 3 Customer Service qualifications.

NCFE Diploma in Retail Skills (Visual Merchandising)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
Candidates must achieve a minimum of 53 credits. A minimum of 43 credits must come from the mandatory group and a minimum of 32 credits from the optional units (a maximum of 11 credits may come from the level 2 units and 10 credits must come from the level 3 units).

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Diploma in Retail Skills (Sales Professional)
- Level 3 Diploma in Retail Skills (Management)
- Level 3 Certificate in Retail Knowledge
- Level 3 Employability qualifications
- Level 3 Customer Service qualifications.
NCFE Diploma in Retail Skills (Management)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
Candidates must achieve a minimum of 33 credits. A minimum of 23 credits must be at level 3 of which 10 credits must come from Group A and a minimum of 11 credits from level 2 or level 3 units can come from Group C.

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Skills (Sales Professional)
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Certificate in Retail Knowledge
- Level 3 Employability qualifications
- Level 3 Customer Service qualifications.

NCFE Diploma in Retail Skills (Sales Professional)

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
Candidates must achieve a minimum of 43 credits. A minimum of 33 credits must be at level 3 of which 10 credits must come from group A and a minimum of 23 credits from group B. A maximum of 10 credits from level 2 or level 3 units can come from group C.

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Skills (Management)
- Level 3 Diploma in Retail Skills (Visual Merchandising)
- Level 3 Certificate in Retail Knowledge
- Level 3 Employability qualifications
- Level 3 Customer Service qualifications.

NCFE Certificate in Retail Knowledge

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 3

BACKGROUND:
This qualification aims to provide learners with the skills and knowledge needed to work in the retail sector, covering: selling, service, team working, health and safety, dealing with theft, and product knowledge.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:
To be awarded the NCFE level 3 Certificate in Retail Knowledge, learners are required to successfully complete four mandatory units (achieving 10 credits) and at least two optional units (achieving at least six credits).

ASSESSMENT METHOD:
Internally assessed and externally moderated portfolio.

GRADING SYSTEM:
Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION/ARTICULATION:
- Level 3 Diploma in Retail Knowledge
- Level 3 Award, Certificate or Diploma in Retail Skills
- NCFE level 3 Employability qualifications
- NCFE level 3 Customer Service qualifications.

Oxford, Cambridge and RSA 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 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 National Qualifications Framework and Qualifications and Credit Framework.

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 (UOLE) 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 National Award and Certificate in Science

NATIONAL QUALIFICATIONS FRAMEWORK 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) as well as contributing to the Science Indicator in the School and National Performance Threshold (40% and 80% respectively) as well as contributing to the Science Indicator in the School and National Performance Threshold (40% and 80% respectively)

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 eg 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 Asset Languages

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Enter level, level 1, level 2, level 3

BACKGROUND:
OCR Asset Languages is an assessment scheme designed to support the Department for Education’s National Languages Strategy by providing recognition of language proficiency. Attainment is 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 provide candidates with the opportunity to
There are 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 are entered. These qualifications may be studied as part of lifelong learning for many reasons, both recreational and/or vocational. They serve as an end in themselves for candidates who wish to develop their use of language or they may be used as a basis for progression up the Languages Ladder.

NUMBER OF UNITS/STRUCTURE:
Each qualification comprises one unit, each assessing a single skill.

ASSESSMENT METHOD:
Listening, reading and writing are externally assessed. Speaking is internally assessed and between 70% (Entry level) through 60% (level 1 and level 2) and 100% (level 3) is 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

<table>
<thead>
<tr>
<th>UCAS Tariff points</th>
<th>Grade 12</th>
<th>Grade 11</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Listening</td>
<td>25</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Reading</td>
<td>25</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Writing</td>
<td>25</td>
<td>18</td>
<td>11</td>
</tr>
</tbody>
</table>

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 Certificate/Diploma for iMedia Users

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

BACKGROUND:
The OCR level 3 Certificate/Diploma for iMedia Users has 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 iMedia industry.

The target group is likely to include individuals working in, or preparing for, roles/work activities such as the following:

- 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, storyboarding.

DATE OF FIRST TEACHING:
2006

PREREQUISITES:
Although there are no formal entry requirements for the level 3 Certificate and Diploma, it is anticipated that, before embarking on this programme, potential candidates will be able to:

- 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 nine units.

Unit 1: Digital graphics
Unit 2: Web authoring
Unit 3: Digital animation
Unit 4: Interactive multimedia design
Unit 5: Digital sound editing
Unit 6: Digital video editing
Unit 7: 3D modelling
Unit 8: 3D game engines
Unit 9: Game design.

ASSESSMENT METHOD:
All units are internally assessed and externally moderated.

GRADING:
The OCR level 3 Certificate/Diploma for iMedia Users has been awarded the following UCAS Tariff points with effect from 2008 entry to higher education:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
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<tr>
<td>OCR level 3 Certificate for iMedia Users</td>
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<td>OCR level 3 Diploma for iMedia Users</td>
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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
A specialist endorsement of Software Development 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 Software Development 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 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 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/Diploma for IT Professionals has been awarded the following UCAS Tariff points with effect from 2008 entry to higher education:

<table>
<thead>
<tr>
<th>Level</th>
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<thead>
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<th>UCAS Tariff points</th>
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<tbody>
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<td>OCR level 3 Diploma for IT Professionals</td>
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<tr>
<td>Pass</td>
<td>100</td>
</tr>
</tbody>
</table>

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.
OCR level 5 Certificate in Teaching Learners with Specific Learning Difficulties

QUALIFICATIONS CREDIT FRAMEWORK:
Level 5

BACKGROUND:
The OCR level 5 Certificate in Teaching Learners with 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: Accessing 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 METHODS:
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 National Certificates, Diplomas and Extended Diplomas

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3

(note: accreditation of OCR National qualifications on the NQF has been extended until 2011)

BACKGROUND:
These qualifications cover a range of sectors, eg 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:

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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>OCR Points</th>
<th>Reporting Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>14-18</td>
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</tr>
<tr>
<td>Merit</td>
<td>10-13</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>Pass</td>
<td>6-9</td>
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### OCR NATIONAL DIPLOMA (12 UNITS)

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<tr>
<td>Merit</td>
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<td>M2</td>
<td>160</td>
</tr>
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<td></td>
<td>23-27</td>
<td>M1</td>
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<td>Pass</td>
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<td>120</td>
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<td></td>
<td>18-19</td>
<td>P1</td>
<td>160</td>
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### OCR NATIONAL EXTENDED DIPLOMA (18 UNITS)

<table>
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<th>Reporting Grade</th>
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<td>D2</td>
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<tr>
<td>Merit</td>
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</table>

### 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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,
- one mandatory pathway from a choice of either Group B, C or D,
- 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 Preparing to Teach in the Lifelong Learning Sector (PTLLS) Award

NATIONAL QUALIFICATIONS FRAMEWORK 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 Lifelong Learning UK and provide a basic minimum standard for all those entering the teaching profession from September 2007. This is an introductory qualification for all new teachers in the Lifelong Learning Sector.

The awards confer a threshold licence to teach. From September 2007 all new teachers must gain a Licence to Practise at the start of their career – this is mandatory for anyone who teaches in publicly funded provision. The PTLLS awards are one way of gaining a licence to practise.

The awards are available at two levels to reflect different entry levels of future teachers, tutors and trainers. Each level is made up of one six-credit unit and involves an initial assessment of literacy, numeracy and ICT needs, 60 hours of learning in total with at least 30 guided learning hours, observed practice or mini teaching sessions and mentoring support.

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 2007

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 Certificate in Teaching in the Lifelong Learning Sector

NATIONAL QUALIFICATIONS FRAMEWORK 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 Lifelong Learning UK and are aimed at those in an associate teacher role from September 2007.

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.

The certificates are made up of three mandatory units worth 18 credits and optional units at least to the value of six credits, making a total of minimum 24 credits. Mandatory units include Preparing to teach in the lifelong learning sector, Planning and enabling learning and Principles and practice of assessment.

The OCR levels 3 and 4 Certificates in Teaching in the Lifelong Learning Sector include at least 30 hours of teaching practice. There are a minimum of three teaching observations totalling a minimum of three hours.

DATE OF FIRST TEACHING:
September 2007

PREREQUISITES
There are no formal entry requirements for this qualification. However, candidates 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.

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
Sports Leaders UK level 3 Certificate in Higher Sports Leadership (QCF)

QUALIFICATIONS AND CREDIT FRAMEWORK 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

Grade UCAS Tariff points
Pass 30

QUALITY ASSURANCE:
Accredited by Sports Leaders UK. For more information visit www.sportsleaders.org

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.
Qualifications currently offered

**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 National Qualifications Framework or Qualifications and Credit Framework 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, multiple choice items, written tests, for example.

**Trinity College London**

From the conduct of its first examinations in the 1870s until its independent establishment in 1992 Trinity’s examinations were conducted from within Trinity College of Music, one of the major UK conservatoires. Trinity College London (hereafter referred to as ‘Trinity’) still maintains a close association with Trinity College of Music, now integrated with Laban as Trinity Laban, which is the largest conservatoire in Europe for the study of music and contemporary dance.

Trinity offers examinations and teaching qualifications in music, speech, drama, dance, ESOL and TESOL within the United Kingdom, across Europe and world-wide. In the last year fully reported, candidates across the subject range totalled almost half a million.

Trinity is an awarding organisation recognised in the United Kingdom by the Office of Qualifications Examinations Regulation (Ofqual) in England, the Welsh Assembly Government, and the Northern Ireland Council for Curriculum, Examinations and Assessment. Trinity’s qualifications are accredited by these authorities within the Qualifications Framework.

**Trinity Guildhall Associate and Licentiate Diplomas in Drama and Speech**

**QUALIFICATION ABBREVIATION:**
ATCL and LTCL

**QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:**
ATCL Diplomas are accredited in level 4
LTCL Diplomas are accredited in 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), 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).

Detailed information can be obtained from Trinity College (see Appendix A for contact details).

Candidates for Licentiate-level diplomas may opt to be awarded either the letters LTCL (Licentiate of Trinity College London) or LGSMD (Licentiate of Guildhall School of Music & Drama) on their certificate.

**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 Guildhall Associate and Licentiate Diplomas in Music**

**QUALIFICATION ABBREVIATION:**
ATCL/AMusTCL or LTCL/LMusTCL

**QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:**
ATCL Diplomas are accredited in level 4
LTCL Diplomas are accredited in level 6

**BACKGROUND:**
These diplomas have a wider remit than Trinity’s traditional qualifications, and embrace non-Western music, jazz, commercial and popular music sectors, as well as vocational and analytical aspects.

The following awards are available:

Detailed information can be obtained from Trinity College (see Appendix A for contact details).
DATE OF FIRST TEACHING: 1877
DATE OF FIRST AWARD: 1877

PREREQUISITES:
Equivalent standard to NQF level 3 for entry to ATCL. Equivalent standard to ATCL for entry to LTCL.

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.

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 Guildhall Fellowship Diplomas in Drama and Speech

QUALIFICATION ABBREVIATION:
FTCL

QUALIFICATIONS AND CREDIT FRAMEWORK 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 (Music Performance), FTCL Diploma in Education Studies (Performance Arts), FTCL Diploma in Education Studies (Communication Skills), FTCL Diploma in Education Studies (Applied Drama).

Detailed information can be obtained from Trinity College (see Appendix A for contact details).

DATE OF FIRST TEACHING: 1918
DATE OF FIRST AWARD: 1918

PREREQUISITES:
LTCL Performing (Speech and Drama or Musical Theatre) 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:
Pass, Below Pass. 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.
Examiners are standardised annually and observed regularly by a senior examiner.

Trinity College London Graded Examinations in Communication Skills (Grades 1 to 8)

Qualifications and Credit Framework 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 Guildhall Graded Examinations in Individual Acting Skills, Acting in Pairs, Shakespeare, Musical Theatre, Performance Arts

Qualifications and Credit Framework 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 Guildhall Graded Examinations in Music Literacy/Theory

Qualifications and Credit Framework 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 (eg range).

DATE OF FIRST TEACHING:
1877

DATE OF FIRST AWARD:
1877

DATE OF LAST AWARD:
Current

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 – all papers are double marked.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 (Distinction)</td>
<td>75</td>
</tr>
<tr>
<td>Grade 8 (Merit)</td>
<td>70</td>
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<td>Grade 8 (Pass)</td>
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<td>Grade 7 (Distinction)</td>
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<td>Grade 7 (Merit)</td>
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<td>Grade 7 (Pass)</td>
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<tr>
<td>Grade 6 (Distinction)</td>
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<td>Grade 6 (Merit)</td>
<td>40</td>
</tr>
<tr>
<td>Grade 6 (Pass)</td>
<td>25</td>
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</tbody>
</table>

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.

Trinity Guildhall Graded Examinations in Rock & Pop

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

Rock & Pop has been submitted to UCAS for inclusion in the Tariff.

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.

PROGRESSION/ARTICULATION:
These qualifications facilitate progression to level 2 of the QCF, including Grades 4 and 5.

Trinity Guildhall Graded Examinations in Performing Text

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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 National Certificates in Professional Acting and Professional Dance (Classical Ballet), (Contemporary Dance)

QUALIFICATION ABBREVIATION:
DaDa Certificates (Dance and Drama Awards)
Qualifications currently offered

Trinity College London Level 6
Diplomas in Professional Acting, Dance, Music and Theatre Production Skills

QUALIFICATIONS AND CREDIT FRAMEWORK LEVEL:
Level 5

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 (Classical Ballet or Contemporary Dance) and Diploma in Professional Acting.

DATE OF FIRST TEACHING: 1999
DATE OF FIRST AWARD: 2001
PREREQUISITES: Selection by audition and interview
NUMBER OF UNITS/STRUCTURE: Each Certificate comprises three 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 conducted at the end of the course.
DATE OF RESULT PUBLICATION: End of summer term
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 Awards in the Arts

QUALIFICATIONS AND CREDIT FRAMEWORK 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
- help young people find progression routes in the arts
- encourage new art forms, innovation and experimentation.

Trinity College London Level 6
Diplomas in Professional Acting, Dance, Music and Theatre Production Skills

QUALIFICATION ABBREVIATION:
DaDA Diplomas (Dance and Drama Awards)

QUALIFICATIONS AND CREDIT FRAMEWORK 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
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 Certificate in Safe and Effective Dance Practice**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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 (e.g., 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.

**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.

**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 moderation is conducted by trained Trinity moderators who are standardised annually.

**Trinity College London Diploma in Teaching in the Lifelong Learning Sector (Dance)**

**QUALIFICATION ABBREVIATION:**
DTLLS (Dance)

**QUALIFICATIONS AND CREDIT FRAMEWORK 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).

**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 – eg 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.

**Grading System:**
Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

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**UK QUALIFICATIONS**

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**Qualifications currently offered**
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 Teaching in the Lifelong Learning Sector (ESOL)
QUALIFICATION ABBREVIATION:
DTLLS (ESOL)
QUALIFICATIONS AND CREDIT FRAMEWORK 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 Diploma in Teaching English (ESOL) in the Lifelong Learning Sector
QUALIFICATIONS AND CREDIT FRAMEWORK 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 Award in Preparing to Teach in the Lifelong Learning Sector
QUALIFICATION ABBREVIATION:
PTLLS
QUALIFICATIONS AND CREDIT FRAMEWORK 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 Certificate in Teaching English to Speakers of Other Languages

QUALIFICATION ABBREVIATION:
Cert TESOL

QUALIFICATIONS AND CREDIT FRAMEWORK 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 applicant’s 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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 Fellowship Diploma in TESOL Education Studies (FTCL)

QUALIFICATION ABBREVIATION:
FTCL TESOL

QUALIFICATIONS AND CREDIT FRAMEWORK 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:
1) Academic qualifications/alternative relevant experience:

- TOEFL: minimum score 650.
- 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
- Trinity Graded Examinations in Spoken English: grade C
- Trinity Diploma TESOL or equivalent qualification (eg 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 – eg:

- 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.

2) 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 in 2.1 but could be of lesser responsibility).

3) 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.
TCL Level 6 Diploma in Dance Teaching and Learning (Children and Young People)

QUALIFICATION ABBREVIATION:
DDTAL (CYP)

QUALIFICATIONS AND CREDIT FRAMEWORK 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.

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 Qualifications and Credit Framework, 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.

Further information is available on the LCM Examinations website www.uwl.ac.uk/lcmexams.

UWLQ Associate of the London College of Music in Performance

QUALIFICATION ABBREVIATION:
ALCM

QUALIFICATIONS AND CREDIT FRAMEWORK 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)

QUALIFICATIONS AND CREDIT FRAMEWORK 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

QUALIFICATIONS AND CREDIT FRAMEWORK 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, church music, speech and drama.

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:
Approved/Not Approved.

UWLQ Fellowship of the London College of Music in Performance

QUALIFICATION ABBREVIATION:
FLCM

QUALIFICATIONS AND CREDIT FRAMEWORK 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, electric guitar, percussion, singing, Irish traditional music, Scottish traditional music, church music, speech and drama, music theatre.

PREREQUISITES:
LLCM

ASSESSMENT METHOD:
Practical examination (all external).

EXAMINATION TIMING:
Examinations are held throughout the year.

GRADING SYSTEM:
Approved/Not Approved.
**UWLQ Graded Examination in Drama**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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

**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%).

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
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<td>Grade 6 (Merit)</td>
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<tr>
<td>Grade 6 (Pass)</td>
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</tr>
</tbody>
</table>

**UWLQ Graded Examination in Music Literacy**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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%).

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Grade 8 (Merit)</td>
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<td>Grade 6 (Merit)</td>
<td>10</td>
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<tr>
<td>Grade 6 (Pass)</td>
<td>5</td>
</tr>
</tbody>
</table>

**UWLQ Graded Examination in Music Performance**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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%).

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
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<td>Grade 8 (Distinction)</td>
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<td>Grade 7 (Distinction)</td>
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<tr>
<td>Grade 7 (Merit)</td>
<td>55</td>
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<tr>
<td>Grade 7 (Pass)</td>
<td>40</td>
</tr>
<tr>
<td>Grade 6 (Distinction)</td>
<td>45</td>
</tr>
<tr>
<td>Grade 6 (Merit)</td>
<td>40</td>
</tr>
<tr>
<td>Grade 6 (Pass)</td>
<td>25</td>
</tr>
</tbody>
</table>

**UWLQ Graded Examination in Speech**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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%).

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 (Distinction)</td>
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<td>Grade 7 (Distinction)</td>
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<td>Grade 7 (Merit)</td>
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<tr>
<td>Grade 7 (Pass)</td>
<td>40</td>
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<tr>
<td>Grade 6 (Distinction)</td>
<td>35</td>
</tr>
<tr>
<td>Grade 6 (Merit)</td>
<td>35</td>
</tr>
<tr>
<td>Grade 6 (Pass)</td>
<td>25</td>
</tr>
</tbody>
</table>

**UWLQ Graded Examination in Speech and Drama**

**QUALIFICATIONS AND CREDIT FRAMEWORK 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.
Vocationally Related Qualifications

QUALIFICATION ABBREVIATION:
VRQs

NOF/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, OCNW 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 (eg 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 NOF qualifications, and a specified number of credits for QCF qualifications. There is no limit to the number of units in a qualification, but practicalities and common sense 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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Level 3. (note: there is also a Welsh Baccalaureate Intermediate Diploma at level 2 and a Welsh Baccalaureate Foundation Diploma at level 1).

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 for post-16 students. 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 those experiences already undertaken and qualifications already gained 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, NVQs, BTEC Nationals or Principal Learning Wales. 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 or Principal Learning (level 3) and Extended Project Qualification (level 3).

ASSESSMENT METHOD:
For the Core, candidates are assessed through:
- Key/Essential Skills Wales portfolios
- an Individual Investigation at level 3, based on issues arising from the Core and/or Options (or a pass in level 3 Extended Project)
- component diary/records showing how the curriculum requirements have been met
- verification and evaluation statements relating to the candidate’s attainments arising from Working with Employers and Community Participation.

For the Options, candidates are assessed in the normal way for the qualification concerned.

EXAMINATION TIMING:
Dependent on the national timetable for Option subjects/programmes and Key/Essential Skills Wales.

DATE OF RESULT PUBLICATION:
March and August.

GRADING SYSTEM:
Core: Pass/Fail.

The Welsh Baccalaureate Advanced Diploma has been incorporated in the UCAS Tariff with an allocation of 120 points for the Core.

The Principal Learning Wales component of the Welsh Baccalaureate Advanced Diploma carries UCAS Tariff points with effect for entry to higher education from 2011 as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>210</td>
</tr>
<tr>
<td>A</td>
<td>180</td>
</tr>
<tr>
<td>B</td>
<td>150</td>
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<tr>
<td>C</td>
<td>120</td>
</tr>
<tr>
<td>D</td>
<td>90</td>
</tr>
<tr>
<td>E</td>
<td>60</td>
</tr>
</tbody>
</table>

As part of the Review of Qualifications (see the section on Wales), it has been decided that the Welsh Baccalaureate Advanced Diploma Core will be graded for courses commencing September 2013.

QUALITY ASSURANCE:
The WBAD is evaluated internally by the WJEC and monitored by the regulatory authority DfES.

PROGRESSION/ARTICULATION:
WBAD can be recognised by UK HEIs as fulfilling the minimum matriculation requirements for entry.

Further information on the Welsh Baccalaureate can be found at www.wbq.org.uk.
Skills/Enrichment

Adult Literacy and Adult Numeracy

**NATIONAL QUALIFICATIONS FRAMEWORK 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.

These qualifications at level 1 and 2 will be taking last enrollments by 31 August 2012 as they reach their operational end date. People who have 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 of Personal Effectiveness

**QUALIFICATION ABBREVIATION:**
ASDAN CoPE

**NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:**
Level 3 (CoPE is also available as an approved qualification at levels 1 and 2)

**BACKGROUND:**
In April 2005, QCDA accredited the ASDAN Certificate of Personal Effectiveness into the National Qualifications Framework as a fully approved qualification from 1 September 2005, following a successful pilot. 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:**
2014 (to be extended)

**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

**UCAS Tariff points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>70</td>
</tr>
</tbody>
</table>

The CoPE units cover approximately three-quarters of the content of each of the Wider Key Skills and the Communication Key Skill, which, if offered in combination, will result in double counting of points. To recognise achievement in both CoPE and the Key Skills, higher education institutions may wish to consider using the following equation: 70 points for CoPE, plus five points for each of the full four Key Skills units that have been achieved.
QUALITY ASSURANCE:
Assessment against CoPE standards, which reflect QCDA 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, eg 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 Award of Personal Effectiveness

QUALIFICATION ABBREVIATION:
ASDAN AoPE

NATIONAL QUALIFICATIONS FRAMEWORK 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 Qualifications and Credit Framework (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.

UCAS Tariff points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>30</td>
</tr>
</tbody>
</table>

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 in Career Planning

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Levels 1, 2 and 3

BACKGROUND:
The Certificate in Career Planning has been developed in line with national guidance on Careers Education. It:
- provides a framework for the development and assessment of student learning in careers education and preparation for working life
- prepares students for the challenge of flexible career paths
- provides clear evidence of delivery of Careers Education and Guidance
- is deliverable either through personal, social and health education/tutorial programmes or alongside other academic and vocational qualifications in a wide range of educational contexts
- contributes 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 is available, to gain the full Career Planning qualification, candidates need to complete all three units.

QUALITY ASSURANCE:
Assessed through a portfolio of evidence: each candidate demonstrates their competence in each unit by presenting a portfolio of evidence which clearly shows their ability to meet the standards. There are externally set questions to check underpinning knowledge and understanding. The portfolio is internally assessed and externally moderated.

ASDAN Level 3 Award and Certificate in Employability

QUALIFICATIONS AND CREDIT FRAMEWORK:
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

DATE OF LAST AWARD:
2016

NUMBER OF UNITS/STRUCTURE:
Award – 8 credits. 80 Guided Learning Hours. Candidates take two mandatory units plus optional units.
Certificate – 13 credits. 120 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 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 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 certificating student experience. It can also provide a route to achieving the CoPE (Certificate of Personal Effectiveness) qualification at level 3.

Cambridge ESOL Examinations

Cambridge ESOL offers a range of qualifications for learners and teachers of English, taken by over 3.5 million people in 130 countries. They help people gain entrance to university or college, improve job prospects or measure progress in English. More than 12,500 universities, employers and government bodies worldwide recognise Cambridge ESOL qualifications.

Cambridge ESOL offers a number of qualifications that are approved by the UK Border Agency 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
The qualifications are accredited by the exams regulator for the UK government, Ofqual, and have been mapped to the National Qualifications Framework (NQF) for England, Wales and Northern Ireland.

UCAS Tariff points for Cambridge ESOL examinations are shown in the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>140</td>
</tr>
<tr>
<td>B</td>
<td>110</td>
</tr>
<tr>
<td>C A</td>
<td>70</td>
</tr>
</tbody>
</table>

Cambridge ESOL exam results can be verified online using a free Results Verification Service: http://verification.cambridge.EsOLonline.org

More detailed information on these qualifications can be found at the following links:
www.cambridgeesol.org
http://register.ofqual.gov.uk

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 HEIs 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.

Ascentis Level 3 Certificate in Personal Development for Progression (formerly known as the Curriculum Enrichment Programme)

NATIONAL QUALIFICATIONS FRAMEWORK 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 (the Curriculum Enrichment Programme was offered from 1987).

DATE OF FIRST AWARD:
2008

NUMBER OF UNITS/STRUCTURE:
One unit.

ASSESSMENT METHOD:
Portfolio of evidence, including a logbook.

EXAMINATION TIMING:
No examination.

GRADING SYSTEM:
Pass/Fail

QUALITY ASSURANCE:
External moderation by Ascentis.

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 25. Undertaken on a voluntary basis, the Award offers personalised levels of challenge and achievement through a balanced programme of activity in four areas: volunteering, skills, physical fitness and an expedition.

The Award Programme complements and enriches post-16 studies offering a nationally recognised accreditation of achievement. At a wider level, it assists young people in developing and showing...
Engineering Education Scheme in England (EESE)

The Engineering Education Scheme in England is administered by the Engineering Development Trust and forms part of the Royal Academy of Engineering BEST (Better Engineering, Science and Technology) programme.

The Scheme provides students with an in-depth experience in engineering, science and technology, that will allow them to make an informed choice about their future studies and career.

During this work-related learning experience a professional engineer from a link company/organisation liaises with and mentors a team of four 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 students who are interested in science, technology, engineering, mathematics or a related discipline, who are in Year 12. All students need to show a genuine interest in engineering as a possible career. Students may submit their individual contribution for accreditation as part of their project work for certain awarding bodies. Each student is expected to complete a logbook which records their individual input into the project. In addition, the team is required to produce a full project report. Students also get an opportunity to compete for a BA/CREST (British Association/Creativity in Science and Technology) Award. The EESE is also an access organisation to the Duke of Edinburgh's Award Scheme.

The Scheme provides a scheme launch, a university residential workshop and a celebration and assessment day (CAD). Seminars are delivered on project management 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.

Essential Skills

There are three skills available – Application of Number, Communication and ICT. It is also possible to undertake Essential Skills qualifications in Adult Literacy and Adult Numeracy.

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>10</td>
</tr>
</tbody>
</table>

Essential Skills attracted Tariff points for 2010 but were removed from the Tariff for entry into higher education from 2011 onwards, except where they form part of a composite level 3 qualification.

PROGRESSION/ARTICULATION:
Level 3 Key Skills and other appropriate qualifications.

Essential Skills Wales

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
Enter 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>10</td>
</tr>
<tr>
<td>Level 3</td>
<td>20</td>
</tr>
<tr>
<td>Level 4</td>
<td>30</td>
</tr>
</tbody>
</table>

Essential Skills Wales at level 2 attracted Tariff points for 2010 but were removed from the Tariff for entry into higher education from 2011 onwards, except where they form part of a composite level 3 qualification.

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.

Key Skills

NATIONAL QUALIFICATIONS FRAMEWORK 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 can be achieved through a wide range of activities such as full- or part-time working, enrichment programmes, training programmes 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) can 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 have been 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 in English, mathematics and ICT from September 2010 at levels 1 and 2. Only continuing learners who enrolled before 1 September 2010 are funded to complete their qualification up to the certification end date of 31 August 2012.

Key Skills in communication, application of number and ICT within Apprenticeship Frameworks have been extended until 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 ICT 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>level 4</td>
<td>30</td>
</tr>
<tr>
<td>level 3</td>
<td>20</td>
</tr>
<tr>
<td>level 2</td>
<td>10</td>
</tr>
</tbody>
</table>

Please note that for entry to HE from 2011 onwards, UCAS Tariff points will not be allocated to level 2 Key Skills unless they are part of a level 3 composite qualification. This does not affect the points awarded to level 3 and 4 Key Skills.

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 practice 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.

OCR Level 3 Certificate for Young Enterprise (QCF)

This qualification has been accredited onto the Qualifications and Credit Framework (QCF) at levels entry, 1, 2 and 3. The qualification has been developed by OCR in partnership with Young Enterprise and aims to recognise candidates’ skills, knowledge and understanding of enterprise activities. It has been designed to accredit candidates’ achievements and participation in the Young Enterprise Company Programme. The qualification aims 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 is graded Pass, Merit and Distinction.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>40</td>
</tr>
<tr>
<td>Merit</td>
<td>30</td>
</tr>
<tr>
<td>Pass</td>
<td>20</td>
</tr>
</tbody>
</table>

More information can be found on the Register of Regulated Qualifications at http://register.ofqual.gov.uk
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.

<table>
<thead>
<tr>
<th>Examining Board</th>
<th>Pass Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge</td>
<td>Variable from subject to subject</td>
</tr>
<tr>
<td>London</td>
<td>June 1953 to January 1959 – 47% June 1960 to January 1973 – Grade 6</td>
</tr>
<tr>
<td>Oxford and Cambridge</td>
<td>Variable from subject to subject</td>
</tr>
<tr>
<td>Welsh Joint Education Committee</td>
<td>50%</td>
</tr>
</tbody>
</table>

**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.

### 1975–1987

The grading system for GCE O level was as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Performance better than or equivalent to the previous pass level</td>
</tr>
<tr>
<td>B</td>
<td>Only these grades were normally acceptable</td>
</tr>
<tr>
<td>C</td>
<td>For the purposes of satisfying entry requirements</td>
</tr>
<tr>
<td>D</td>
<td>A lower level of attainment</td>
</tr>
<tr>
<td>E</td>
<td>The lowest level of attainment judged to be of sufficient standard to be recorded</td>
</tr>
</tbody>
</table>

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).

### BOAR D  M A R K I N G  S Y S T E M

<table>
<thead>
<tr>
<th>BOARD</th>
<th>MARKING SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Examin ing Board</td>
<td>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.”</td>
</tr>
<tr>
<td>Cambridge</td>
<td>Nine grades awarded, but boundaries could differ from year to year within a subject.</td>
</tr>
<tr>
<td>Durham</td>
<td>Pass grades 1: 75–95, 2, 3: 60–70, 4, 5, 6: 45–55, 7: 40, 8: 35, 9: 30 and under</td>
</tr>
<tr>
<td>Joint Matriculation Board</td>
<td>A nine-point scale (as Durham above)</td>
</tr>
<tr>
<td>London</td>
<td>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.</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>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.</td>
</tr>
<tr>
<td>Oxford</td>
<td>A nine-point scale (as Durham above).</td>
</tr>
<tr>
<td>Oxford and Cambridge</td>
<td>Raw marks issued, of very little value to other universities.</td>
</tr>
<tr>
<td>Southern Universities Joint Board</td>
<td>Scaled marks, 45% pass.</td>
</tr>
<tr>
<td>Welsh Joint Education Committee</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 GNVO 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 GCSEB A level were held in January and June. These examinations were certified by OCR, which had taken over all previous modular A levels run by UCLES, UODLE, GCSEB 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, i.e. 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 retake 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.
effect from the summer 1987 examinations, a new A level grading system would be adopted as follows.

In April 1986, reform of the A level grading system, designed partly to resolve the problem of the narrow mark range defining grade C. In 1985, the Secondary Examinations Council recommended a 1: 75% or better; 2: 70–74%; 3: 60–69%; 4: 50–59%; 6: 40–49%; 7+8: 30–39% allowed Ordinary; 9: fail

Autumn 1963–winter 1966/7 (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.

<table>
<thead>
<tr>
<th>Approximate % of entry</th>
<th>Advanced Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>E</td>
</tr>
<tr>
<td>20</td>
<td>O Allowed Ordinary</td>
</tr>
<tr>
<td>10</td>
<td>F Fail</td>
</tr>
</tbody>
</table>

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 1986, 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highest grade awarded</td>
</tr>
<tr>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>Lowest pass grade awarded</td>
</tr>
<tr>
<td>E</td>
<td>Certificate to indicate the candidate’s performance fell short of the standard required for grade F by a narrow margin.</td>
</tr>
<tr>
<td>U</td>
<td>Uncertificated</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
</tr>
</tbody>
</table>

It should be stressed that the above system was discontinued from 2002 entry, being superseded by the UCAS Tariff, full details of which are given later in this document. While it is not intended to publish point scores in the UCAS Tariff for former qualifications, admissions staff should note that it is acceptable to use the UCAS Tariff for GCE A levels started before September 2000 in view of the commonality of grading systems.

Advanced Supplementary

The GCE AS examinations were introduced in England and Wales in 1967, and in Northern Ireland in 1968, 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.

**ACCEPABILITY FOR ENTRY TO HIGHER EDUCATION**
HEIs 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

While there is no formal points score in the new UCAS Tariff for GCE Advanced Supplementary, HEIs 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
3. **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 AEA s 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 0 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, GWO. 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 conducted by the Ministry between 1925 and 1965, when 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).

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.

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.
Phased Out Qualifications

**BTEC qualifications prior to 1986**

*(INCLUDING FORMER BEC, TEC AND JOINT COMMITTEE QUALIFICATIONS)*

For programmes revised and updated since 1985, the previous Technical Education Council Levels 1–5 have been subsumed into the current BTEC Qualifications Framework. There are a few exceptions to this, for example, some Higher National and National Certificates and Diplomas in Engineering and Construction.

The relationship between the principal BEC, TEC and BTEC qualifications and the associated level information is detailed in the chart below.

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### Previous Qualifications

<table>
<thead>
<tr>
<th>Title</th>
<th>Designation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEC Higher National Certificate and Diploma</td>
<td>HNC/D</td>
<td>–</td>
</tr>
<tr>
<td>TEC Higher Certificate and Diploma</td>
<td>–</td>
<td>IV/V</td>
</tr>
<tr>
<td>BEC National Certificate/Diploma</td>
<td>NC/ND</td>
<td>–</td>
</tr>
<tr>
<td>TEC Certificate/Diploma</td>
<td>–</td>
<td>III</td>
</tr>
<tr>
<td>BEC General Certificate/Diploma – at Credit Level</td>
<td>GC/D</td>
<td>–</td>
</tr>
<tr>
<td>Technician Studies Certificate</td>
<td>–</td>
<td>I</td>
</tr>
</tbody>
</table>

### Current Qualifications

<table>
<thead>
<tr>
<th>Title</th>
<th>Designation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTEC Higher National Certificate/Diploma in designated study area</td>
<td>–</td>
<td>IV</td>
</tr>
<tr>
<td>BTEC National Certificate/Diploma in designated study area</td>
<td>–</td>
<td>III</td>
</tr>
<tr>
<td>BTEC First Certificate/Diploma in designated study area</td>
<td>–</td>
<td>II</td>
</tr>
</tbody>
</table>

The awards issued by BEC and TEC had themselves in most cases replaced ONC/D and HNC/D issued by the former Joint Committees.

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### 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)
- 1992-1997: certificate logo: red triangle with the words ‘recognised by the Higher Education Quality Council’

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/avas/default.asp

### Advanced General National Vocational Qualifications

**QUALIFICATION ABBREVIATION:**

Advanced GNVQ

**NATIONAL QUALIFICATIONS FRAMEWORK 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:

<table>
<thead>
<tr>
<th>Advanced</th>
<th>12 units</th>
<th>2 GCE A levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 units</td>
<td>1 GCE A level</td>
</tr>
</tbody>
</table>

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, eg 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 & design
- Business
- Health & 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 HEIs.

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 S: 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

NATIONAL QUALIFICATIONS FRAMEWORK 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.

ifs Certificate in Financial Services Practice

QUALIFICATION ABBREVIATION:
CFSP

NATIONAL QUALIFICATIONS FRAMEWORK 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>60</td>
</tr>
</tbody>
</table>

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 the Institute of Financial Services.

Advanced Subsidiary Vocational Certificate of Education

QUALIFICATION ABBREVIATION:
ASVCE (also known as the three-unit VCE)

NATIONAL QUALIFICATIONS FRAMEWORK 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%).

**EXAMINATION TIMING:**
January/June

**DATE OF RESULT PUBLICATION:**
March/August

**GRADING SYSTEM:**
For the ASVCE, an A – E grading system was used, giving comparability with GCE AS level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
</tr>
<tr>
<td>C</td>
<td>40</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
</tr>
<tr>
<td>E</td>
<td>20</td>
</tr>
</tbody>
</table>

**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)

**NATIONAL QUALIFICATIONS FRAMEWORK 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.

EXAMINATION TIMING: January/June

DATE OF RESULT PUBLICATION: March/August

GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>120</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
</tr>
<tr>
<td>E</td>
<td>40</td>
</tr>
</tbody>
</table>

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

NATIONAL QUALIFICATIONS FRAMEWORK 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), 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%).

EXAMINATION TIMING: January/June

DATE OF RESULT PUBLICATION: March/August

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>240</td>
</tr>
<tr>
<td>AB</td>
<td>220</td>
</tr>
<tr>
<td>BB</td>
<td>200</td>
</tr>
<tr>
<td>BC</td>
<td>180</td>
</tr>
<tr>
<td>CC</td>
<td>160</td>
</tr>
<tr>
<td>CD</td>
<td>140</td>
</tr>
<tr>
<td>DD</td>
<td>120</td>
</tr>
<tr>
<td>DE</td>
<td>100</td>
</tr>
<tr>
<td>EE</td>
<td>80</td>
</tr>
</tbody>
</table>

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

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:
level 1 = Foundation GNVQ, level 2 = Intermediate GNVQ.

BACKGROUND:

GNVQs are available at two levels and the following table provides an equivalence with qualifications in the general category.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Number of units</th>
<th>GCSEs (grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>6 units</td>
<td>4 A*-G</td>
</tr>
<tr>
<td></td>
<td>3 units</td>
<td>2 A*-G</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6 units</td>
<td>4 D-G</td>
</tr>
<tr>
<td></td>
<td>3 units</td>
<td>2 D-G</td>
</tr>
</tbody>
</table>

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 although further details of when each GNVQ will be withdrawn can be found on the QCCA website, www.qcda.org.uk/

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.

EXAMINATION TIMING:
January/June

DATE OF RESULT PUBLICATION:
March/August

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.

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.
A good recording achievement structure supports the development of individuals link their achievements to key skills. These not only help to build crucial personal organisational and development 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 HEIs 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.

### 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 framework 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.

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**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 aim is 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: (a) ‘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.
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 APLC, 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 HEIs 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.

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

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 HEIs should have credit-rated their main provision and thereafter include the credit value in a published description of each of the programmes they offer”.
outcomes. Generally, in UK-based HEIs, 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. Credit using this tariff is also awarded by the National Open College Network (NOCN) and its regional Open College Networks (OCNs), generally licensed by QAA. 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 Qualifications and Credit Framework (QCF) is a new 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, and OCN, credits are recorded on transcripts/certificates provided by the AVA, and by NOCN.

The following table offers some guidance as to the equivalences between levels and qualifications at FE levels.

<table>
<thead>
<tr>
<th>Level 3</th>
<th>NVQ 3</th>
<th>AVCE</th>
<th>GCE A level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>NVQ 2</td>
<td>Intermediate GNVQ</td>
<td>GCSE A*-C</td>
</tr>
<tr>
<td>Level 1</td>
<td>NVQ 1</td>
<td>Foundation GNVQ</td>
<td>GCSE D-G</td>
</tr>
<tr>
<td>Entry level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is important to remember that not all UK HEIs 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.
The Open University

The Open University (OU) is the world’s leading open and distance teaching university. Established by Royal Charter in 1969, it has become Britain’s largest higher education institution. The OU has been one of the top three UK universities for student satisfaction in the National Student Survey every year since the survey began in 2005. In 2009/10 it had a 93 per cent satisfaction rating. More than 50% of the University’s research is rated ‘internationally excellent’ (3*) and 14% is ‘world-leading’ (4*).

The Open University began teaching undergraduates in 1971. In its first year, the OU had 20,000 students. In 2011, more than 264,000 people study with the OU, including 18,000 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 courses to obtain a BA or BSc tailored to meet their own requirements. Alternatively, they can choose from more than 30 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 a short Openings modules or a level 4 (HE level 1) module. The Openings programme of introductory modules has been specially designed to give students a chance to ‘test the water’ with a short 10-credit-point module, before committing themselves to full undergraduate study at HE level 1. They have four start dates a year – March, May, July and September – and each module lasts up to 20 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.

The 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 and run continuously for about nine months, with an examination (if the module has one) in October. Other undergraduate modules have different start dates, mainly in May and November.

What is included in an individual course depends largely on the subject and on how it is taught. Most courses 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 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.

In 2006 the OU became the first UK university to offer learning materials free online, when it launched OpenLearn.
www.open.ac.uk/openlearn. Since then, there have been more than 16.7 million visits. These learning materials cannot be counted for an award, however.

The OU has a Young Applicants in Schools Scheme which gives specially selected students in Year 12/13 the chance to take certain level 1 modules, either to extend beyond their AS level studies or to add breadth. The scheme relates to a number of Government agendas, including provision for gifted and talented students through the National Academy for Gifted and Talented Youth. The young students are treated in the same way as any other OU student. As well as undertaking the academic challenges, they have acquired learning skills, studying alongside adults and studying independently, while maintaining their motivation over a period of up to nine months. The majority of students have chosen a level 4 (HE level 1) module that gives them 30 or 60 credit points, depending on the module taken. The OU is introducing an increasing number of short modules that are also being offered to young students and which count for 10 credits.

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.
The Department of Education and Skills (DfES) is contributing to the Welsh Government’s vision of better public services.

The Welsh Government launched a review of qualifications for 14-19 year olds in Wales in September 2011. The Review will make recommendations for consideration by Welsh Ministers in November 2012. It aims to create a clear and simple system based on coherent programmes of learning, with relevant, valued, internationally recognised qualifications underpinned by assessment that is robust, valid and proportionate and which will help drive improvements in literacy and numeracy. Welsh Ministers have indicated that no significant changes will be made to qualifications in Wales during the review, and that any changes in the future will take into account its recommendations.

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: http://www.daqw.org.uk/

PRIORITIES
The Department’s key objectives are:

- To raise the standards of education performance across Wales so that all can reach their potential.
- To improve the personal social and economic wellbeing of children, young people and families.
- To support a high skills economy with opportunities for everyone.

More information on qualifications in Wales can be found at: http://wales.gov.uk/topics/educationandskills/qualificationsinwales
A revised curriculum was introduced from 2007. This focuses on the development of young people as individuals, members of society and contributors to the economy and the environment. The result is learning programmes that encourage pupils to engage more fully in their own learning and provides opportunities for the development of the skills and capabilities that are vital for success in a rapidly changing world.

The profile of skills has been raised for 4-14 year olds through the development of a thinking skills and personal capabilities framework, which includes:

- managing information;
- thinking;
- problem solving;
- decision making;
- being creative;
- working with others;
- and self-management.

At Key Stage 3 an additional area of learning entitled ‘Learning for Life and Work’ (LLW) has been developed to include personal development, home economics, citizenship and employability.

At Key Stage 4 there is now greater flexibility with opportunities for schools to develop learning programmes that best meet the needs of their learners. The statutory core for 14-16 year olds covers around 30% of curriculum time and includes:

- the skills of communication;
- using mathematics and ICT;
- LLW (comprising personal development, citizenship and employability);
- physical education; and
- religious education.

There are no longer detailed subject Programmes of Study at Key Stage 4. However, schools must provide opportunities for breadth and balance by enabling their pupils to access courses and qualifications related to the following learning areas:

- The Arts
- Environment and Society
- Modern Languages
- Science and Technology

Legislation will be introduced to promote breadth within the curriculum for 14-19 year olds. The Entitlement Framework will require schools to make available a balance of General (academic) and Applied (vocational) courses for all their students. The Entitlement Framework will, therefore, support a range of qualifications with a sufficient degree of choice and challenge for all students, whatever their ability. It is important that students keep their options open, particularly at Key Stage 4. An important aspect of provision is, therefore, the availability of career advice, education and guidance for all young people throughout the 14-19 phase. The Department of Education has worked with the Department for Employment and Learning (DEL) to put in place a careers strategy.
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 Institutions (HEIs) 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), which brings all mainstream Scottish qualifications, from Scottish Qualifications Authority (SQA) Access 1 to HE Doctorate, into a single framework of 12 levels, and describes them in terms of their level and general credit value. The SCQF complements the Scottish Government’s strategy for promoting lifelong learning. It is intended to make the overall system of Scottish qualifications easier to understand by making it clearer how qualifications relate to one another and helping to clarify the various progression and credit transfer routes, including entry to HE.

The general topics covered are as follows.

The Scottish Credit and Qualifications Framework

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarding and accrediting body – Scottish Qualifications Authority</td>
</tr>
<tr>
<td>Current Scottish qualifications</td>
</tr>
<tr>
<td>Phased out qualifications</td>
</tr>
<tr>
<td>Certificates and other supporting evidence</td>
</tr>
<tr>
<td>likely to be offered by applicants</td>
</tr>
<tr>
<td>Routes into Higher Education in Scotland</td>
</tr>
<tr>
<td>Contact details</td>
</tr>
</tbody>
</table>

The Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) has been 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 HEIs and SQA is being brought into the framework. The framework has 12 levels covering a range of qualifications from Access 1 (National Qualification) 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 builds on and replaces the Scottish Credit Accumulation and Transfer system (SCOTCAT). It goes beyond it in terms of it being 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 credit can take place within and between HEIs and between FE colleges and HEIs.

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 will often 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 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, 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 HEIs 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 HEIs to award specific credit for direct entry to the programme or for entry into the later stages of first or subsequent years.

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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 Scotland’s Colleges) in 2006. In 2000, a Joint Advisory Committee (JAC) made up of representatives of the main providers, funders and users of Scottish qualifications, was established to help take forward the Framework. A National Implementation Plan was developed in 2003, and an Implementation Group was established to carry out the associated activities. The implementation period ended in March 2006 and the National Implementation Plan can be found archived on the SCQF website.

Contact information for the SCQF is given in Appendix A. Admissions tutors will find Introduction to the SCQF and National Plan for Implementation of the Framework useful resources (www.scqf.org.uk). The website also gives up-to-date information on the SCQF.

In November 2006, SCQF became a partnership and is governed by a Board of Management which consists of:

- Scotland’s Colleges
- Scottish Government
- Scottish Qualifications Authority
- QAA Scotland
- Universities Scotland
- an independent chair
- an employer representative.

### THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

<table>
<thead>
<tr>
<th>SCQF Levels</th>
<th>SQA Qualifications</th>
<th>Qualifications of Higher Education Institutions</th>
<th>Scottish Vocational Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>Professional Development Awards</td>
<td>Doctories</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Professional Development Awards</td>
<td>Masters</td>
</tr>
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<td></td>
<td></td>
<td>Post Graduate Diploma</td>
<td>Post Graduate Certificate</td>
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<td>10</td>
<td></td>
<td>Professional Development Awards</td>
<td>Honours Degree</td>
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<td></td>
<td></td>
<td>Graduate Diploma</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>9</td>
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<td>Professional Development Awards</td>
<td>Ordinary Degree</td>
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<td></td>
<td></td>
<td>Graduate Diploma</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>8</td>
<td>Advanced Higher</td>
<td>Higher National Diploma</td>
<td>Diploma of Higher Education</td>
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<tr>
<td></td>
<td>Scottish Baccalaureate</td>
<td>Higher National Certificate</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Higher Skills for Work Higher</td>
<td>National Certificates</td>
<td>Professional Development Awards</td>
</tr>
<tr>
<td>6</td>
<td>Intermediate 2/</td>
<td>National Certificates</td>
<td>Professional Development Awards</td>
</tr>
<tr>
<td></td>
<td>Skills for Work</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
<td></td>
<td>Intermediate 2/</td>
<td>National Certificates</td>
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<td>Credit Standard Grade</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
<td>5</td>
<td>Skills for Work Intermediate 1</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
<td></td>
<td>General Standard Grade</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
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<td>Skills for Work</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
<td></td>
<td>Access 3/</td>
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<td>National Progression Awards</td>
</tr>
<tr>
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<td>Foundation Standard Grade</td>
<td>National Progression Awards</td>
</tr>
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<td>Access 3/</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
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<td>Access 2</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
<tr>
<td>1</td>
<td>Access 1</td>
<td>National Certificates</td>
<td>National Progression Awards</td>
</tr>
</tbody>
</table>

**Note**

- The UCAS Tariff for awarding points to qualifications for the purposes of entry to HE includes a tariff linked to the SCQF for certain Scottish qualifications.
- The UCAS Tariff is intended to report learner achievements in a way that allows admissions tutors to make balanced judgements in selecting for courses. The UCAS Tariff for Scottish Qualifications covers Core Skills at level 6 and National Courses at level 6 and 7 – ie Higher and Advanced Higher. The Tariff gives points to grades of achievement at these levels and is intended to allow points scored at different levels to be aggregated into a single score. It was introduced in 2002. For detailed information on the UCAS Tariff, see Appendix B.
- Until 2010, Credit Standard Grade, Intermediate 2 and Core Skills at Intermediate 2 received a UCAS Tariff. These Tariffs were withdrawn in line with wider UK qualifications practice.
- 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.
SQA was formed on 1 April 1997 and replaced both the Scottish Examinations 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 (corresponding to Year 9 in England) education, including HE, and to encourage lifelong learning. The National Qualifications introduced in 1999 were benchmarked on predecessor qualifications (for example, Higher against SCE Higher, Advanced Higher against CSYS) to ensure standards were vigorously maintained. SQA regularly consults its centres and stakeholders (including HE) on aspects of its qualifications system, 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 are given below.

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ
Tel: 0845 279 1000
Fax: 0845 213 5000
Email: customer@sqa.org.uk
www.sqa.org.uk

Current Scottish Qualifications
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 Customer Contact Centre (see above).

NATIONAL QUALIFICATIONS INTRODUCED IN 1999

See alphabetical qualifications listing below.

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 Units and National Courses. 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 – Access 1, Access 2, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher – although not all subjects are available at the full range of levels.

The levels offer all candidates increased opportunities for progression. Standard Grades are normally completed by candidates during S3 and S4 and National Courses were originally intended for candidates in S5 and S6 to provide appropriate progression routes from the different levels of Standard Grade. Thus, for example, a candidate attaining Credit Standard Grade could still progress directly to a Higher Course in the same subject in S5. However, a candidate who had attained a General Standard Grade could move to an Intermediate 2 Course in S5 (see also SCQF diagram) and, finally, the Higher Course in the same subject in S6. (Years 10–13 in England correspond to S3–S6 in Scotland).

Some schools use National Courses for candidates in S3 and S4 in combination with or in place of Standard Grades. This allows candidates to simply progress to the next level of National Course in S5 and S6 as appropriate.

The level of demand involved in National Qualifications has been benchmarked against that of a range of predecessor qualifications and Standard Grade. 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, Intermediate 1 and Intermediate 2, there are four grades of award: A, B, C and D. Full information about the award scales for National Courses at all levels, including Highers and Advanced Highers, is outlined 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 external assessment. Each Unit at levels 4 to 6 is made up of 60 National Learning Hours (NLH); at level 7, each Unit is made up of 80 NLH. Note: There is no external assessment in the Skills for Work National Courses or the Personal Development Courses. At level 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). An additional time allocation of 60 NLH is provided to allow students to integrate learning across the Course and to prepare for the external assessment. Thus the Notional Learning Time for each Course at SCQF Levels 4-6 is 240 hours, making them the same credit value – 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, UCAS Tariff rated.

The external assessment is usually a written examination or sometimes a project, product or performance, or a combination of these. The purpose of this 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Band</th>
<th>Range of Standardised Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>85–100</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>70–84</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>65–69</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>60–64</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>55–59</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>50–54</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>45–49</td>
</tr>
<tr>
<td>–</td>
<td>8</td>
<td>40–44 (fail)</td>
</tr>
<tr>
<td>–</td>
<td>9</td>
<td>Fewer than 40 (fail)</td>
</tr>
</tbody>
</table>

**Reporting:**
- Grades A, B, C, D reported to candidates
- Band reported to centre.

**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 HEIs normally frame their conditional offers in terms of numbers and grades of passes in Higher Courses.

Highers have normally been taken at the end of a student’s fifth year of secondary education. However, they can also be taken at the end of the sixth year:
- as a resit (N.B. There is no Winter re-sit diet in Scotland)
- for candidates completing a Higher over two years (as a single sitting)
- for candidates progressing from Intermediate 2 in fifth year
- for candidates 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.

Years 12 and 13 in England correspond to the fifth and sixth years in Scotland.

Advanced Highers are normally 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 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 Intermediate 2 or Higher Courses.

For entry to HE, Intermediate 1 and 2 Courses should be treated as equivalent to Standard Grade and therefore acceptable as backup to Highers in the main subjects and as contributory to providing evidence of curriculum breadth.

**National Units (available at SCQF Levels 1 to 7)**

National Units (these subsumed National Certificate Units and Short Courses) are 60 NLHs in length at SCQF Levels 1 to 6, though some are fractions (for example, 30 NLHs) or multiples (for example, 120 NLHs). 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 National Assessment Bank of Unit assessment packages to assist them with this work and ensure that national standards are applied to all Unit assessments. Unit internal assessments are also subject to external verification 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. They do not contribute to the National Course grade, but must be passed in order for candidates to achieve the Course.

**Core Skills**

The National Qualifications system supports the development of the broad, generic, transferable skills (Core Skills) valued in schools, FE and HE, employment and personal and social life.

The five Core Skills are Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others. These are available at SCQF 2–6 (Access 2-3, Intermediate 1-2 and Higher levels).

Core Skills can be embedded in other qualifications or covered by separate Units. Those achieved through separate Units are also certificated as achieved qualifications. All Core Skills achieved by the candidate through embedding or discrete delivery are recorded on the Scottish Qualification Certificate (SQC) as a profile.

**QUALIFICATIONS WHICH CONTINUE ALONG WITH THE NATIONAL QUALIFICATIONS INTRODUCED IN 1999**

See alphabetical qualifications listing starting on the next page

SQA continues to offer Standard Grades, HNCs, HNDs, SVQs, Scottish Progression Awards (SPAs) (these are few in number and will either lapse or be revised as National Progression Awards (NPAs)) and Professional Development Awards (PDAs). In March 2005, SQA carried out an evaluation on the design of non-advanced Group Awards and PDAs. The design rules for each qualification can be found in the relevant sections below.

**TIMES OF EXAMINATIONS AND NOTIFICATION OF RESULTS FOR NATIONAL COURSES WITH GRADES AND STANDARD GRADES**

Standard Grade external assessments and those for National Courses with grades 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 now a small but growing 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 and Personal Development 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.

**DATE OF NOTIFICATION TO UCAS**

SQA issues the results of summer examinations for Standard Grade and National Courses at Intermediate 1 and 2, Higher and Advanced Higher in early August. The exact timing of the issue of results is notified in an annual circular to UCAS correspondents. SQA no longer reports Standard Grade and Intermediate results to UCAS since the removal of the Tariff.

**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 from 2010. The scores used since 2010 entry onwards are as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced Higher</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>130</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>110</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>90</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
<td>36</td>
</tr>
</tbody>
</table>

**SCOTTISH INTERDISCIPLINARY PROJECT FOR THE SCOTTISH SCIENCE/LANGUAGES/SOCIAL SCIENCES/EXPRESSIVE ARTS BACCALAUREATE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>55</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
</tr>
</tbody>
</table>

The Interdisciplinary Project receives a UCAS Tariff 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 (see Section on Scottish Baccalaureates below).

<table>
<thead>
<tr>
<th>Core Skills Level</th>
<th>Points Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>20</td>
</tr>
</tbody>
</table>

National Certificates carry UCAS Tariff points with effect for entry to higher education from 2011 as follows:

<table>
<thead>
<tr>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group C</td>
</tr>
<tr>
<td>Group B</td>
</tr>
<tr>
<td>Group A</td>
</tr>
</tbody>
</table>

Please refer to the Tariff section of the UCAS website for a list of which subjects are included in each group.

www.ucas.ac.uk/students/ucas_tourist/tarifftables/sncgroups

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.

The Core Skills scores relate to each of the five Core Skills taken as dedicated units. More detailed information about the UCAS Tariff is given in Appendix B.

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.

Full details of qualifications in the following pages can be found at www.sqa.org.uk

**Access 2 and Access 3**

**QUALIFICATION ABBREVIATION:**

Acc 2 and Acc 3

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:**

Access 2 – Level 2

Access 3 – Level 3

**BACKGROUND:**

See ‘The System in Scotland’ introductory paragraphs.

**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 NLHs. 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 RESULT 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/GuideToAssessment.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 2013/14 and 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/curriculum for excellence.

**Advanced Highers**

**QUALIFICATION ABBREVIATION:**

AH

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:**

Level 7

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:**

32 credit points (320 NLH)

**BACKGROUND:**

See ‘The System in Scotland’ introductory paragraphs.

**DATE OF FIRST TEACHING:**

2000

**DATE OF FIRST AWARD:**

2001

UK QUALIFICATIONS > 185
PREREQUISITES:
AH 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 AH. AH can also be taken by adults.

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 is usually an examination or sometimes an assignment, project, product or performance, or a combination of these.

EXAMINATION TIMING:
May/June

DATE OF RESULT 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.

TARIFF POINTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>130</td>
</tr>
<tr>
<td>B</td>
<td>110</td>
</tr>
<tr>
<td>C</td>
<td>90</td>
</tr>
<tr>
<td>D</td>
<td>72</td>
</tr>
</tbody>
</table>

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/sqa/41280.html for details on progression from individual Awards.

PROGRESSION/ARTICULATION:
AH is used for a variety of purposes, including entry to higher education. The number of AHs that may be available at a school at which students can achieve 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 Intermediate 2 or Higher levels. Scottish HEIs normally frame their offers in terms of numbers and grades of pass in Higher Courses. Some HEIs offer direct entry to second year on particular Courses for candidates with Advanced Highers. The pattern of uptake of continuation of AH in S6 may be affected by candidates receiving unconditional firm offers from HEIs based on their higher results from S5.

Advanced Highers will be 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.

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/GuideToAssessment.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.

Core Skills

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:
Up to and including level 6

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:
Unit one 6 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 and communication technology (IT), Problem solving and Working with others. They are recorded on the Scottish Qualifications Certificate (SQC) as a profile. 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.

DATE OF FIRST TEACHING:
1999

DATE OF FIRST AWARD:
2000

NUMBER OF UNITS/STRUCTURE:
Core Skills are embedded in some National Courses and can also be covered by discrete National Units.

ASSESSMENT METHOD:
See above.
Scottish Baccalaureate in Expressive Arts

Scottish Baccalaureate in Expressive Arts

QUALIFICATION ABBREVIATION:
Scot Bacc

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:
Level 7

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:
104 credit points (1040 NLH)

BACKGROUND:
The Scottish Baccalaureate in Expressive Arts 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). 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, eg
  - research skills
  - interpersonal skills
  - presentation skills
- 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 aspirations.

Assessment Method

These Course components are either externally assessed (often through a question paper) or internally assessed and externally verified, depending on the nature of the assessment involved and the skills/knowledge being assessed.

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 showing Standard Grade, Intermediate, 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 in Expressive Arts.

The Scottish Baccalaureate in Expressive Arts 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.

See Number of Units/Structure for Interdisciplinary Project Tariff.
QUALITY ASSURANCE:
All National Courses are subject to external marking and/or verification. External markers, visiting examiners and verifiers are trained by SQA to apply national standards.

The units of all courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

The Interdisciplinary Project will be internally assessed and subject to external quality assurance by SQA.

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 subject to external quality assurance by SQA.

The Interdisciplinary Project Unit will be graded A, B or C and marks will be carried forward to the next level of courses.

The mandatory components of the Scottish Baccalaureate in Languages are:

<table>
<thead>
<tr>
<th>Course</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Project Unit</td>
<td>Advanced Higher</td>
</tr>
<tr>
<td>2 Courses</td>
<td>Advanced Higher</td>
</tr>
<tr>
<td>1 Course</td>
<td>Higher</td>
</tr>
</tbody>
</table>

One of the above Courses must be English (or ESOL or Gàidhlig) and this may be at Higher or Advanced Higher level.

The Interdisciplinary Project Unit will be graded A, B or C and carries UCAS Tariff points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>55</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
</tr>
</tbody>
</table>

* Learners who have Gàidhlig as their first language may count both English and Gàidhlig.

ASSESSMENT METHOD
These course components are either externally assessed (often through a question paper) or internally assessed and externally verified, depending on the nature of the assessment involved and the skills/knowledge being assessed.

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 showing Standard Grade, Intermediate, 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 in Languages.

The Scottish Baccalaureate in Languages 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.

See Number of Units/Structure for the Interdisciplinary Project Tariff.
QUALITY ASSURANCE:
All National Courses are subject to external marking and/or verification. External markers, visiting examiners and verifiers are trained by SQA to apply national standards.

The units of all courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

The Interdisciplinary Project will be internally assessed and subject to external quality assurance by SQA.

External quality assurance of the Interdisciplinary Project continues through external verification of centres’ internal assessment decisions via 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 in Languages may progress to:
- further or higher education
- employment/training.

Scottish Baccalaureate in Science

QUALIFICATION ABBREVIATION:
Scot Bacc

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:
Level 7

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:
104 credit points (1040 NLH)

BACKGROUND:
The Scottish Baccalaureate in Science 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). 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 eg collaborative working, information management, communication and presentation
- opportunity to access different learning environments
- learner negotiation of context within one of following broad themes: employability, enterprise, citizenship, sustainable development or economic development.

DATE OF FIRST TEACHING:
2009

DATE OF FIRST AWARD:
2010

PREREQUISITES:
Enter to the Scottish Baccalaureate in Science 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 science subjects, together with mathematics. Two of the subjects must be at Advanced Higher level.

NUMBER OF UNITS/STRUCTURE:
The Scottish Baccalaureate in Science requires two different eligible science Courses, at least one of which must be at Advanced Higher level.

The mandatory components of the Scottish Baccalaureate in Science are:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Project Unit</td>
<td>7</td>
</tr>
<tr>
<td>Advanced Higher</td>
<td></td>
</tr>
<tr>
<td>Project Unit Advanced Higher</td>
<td>7</td>
</tr>
<tr>
<td>1 Course Higher</td>
<td>6</td>
</tr>
<tr>
<td>2 Courses Advanced Higher</td>
<td>7</td>
</tr>
</tbody>
</table>

One of the above Courses must be mathematics (Higher or Advanced Higher level) or applied mathematics (Advanced Higher level).

ASSESSMENT METHOD:
These course components are either externally assessed (often through a question paper) or internally assessed and externally verified, depending on the nature of the assessment involved and the skills/knowledge being assessed.

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 showing Standard Grade, Intermediate, 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 in Science.

The Scottish Baccalaureate in Science 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.

The Interdisciplinary Project Unit will be graded A, B or C and carries UCAS Tariff points as follows

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>55</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
</tr>
</tbody>
</table>

See number of Units/structure for Interdisciplinary Project Tariff.
The Scottish Baccalaureate is made up of one Higher, two Advanced Highers and the Interdisciplinary Project (IP). The Interdisciplinary Project is the defining feature of the Scottish Baccalaureate as a whole.

The Interdisciplinary Project Unit will be internally assessed and subject to external quality assurance by SQA. External quality assurance of the Interdisciplinary Project continues through external verification of centres’ internal assessment decisions via subject specific quality forums.

Quality forums will bring together staff with an overview of the subject to external quality assurance by SQA.

Assessment decisions via subject specific quality forums.

The mandatory components of the Scottish Baccalaureate in Social Sciences are:

Interdisciplinary Project Unit
Advanced Higher SCQF Level 7 (16 SCQF points)

Two Courses
Advanced Higher SCQF Level 7 (64 SCQF points)

One Course
Higher SCQF Level 6 (24 SCQF points)

The Interdisciplinary Project Unit will be graded A, B or C and carries UCAS Tariff points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>65</td>
</tr>
<tr>
<td>B</td>
<td>55</td>
</tr>
<tr>
<td>C</td>
<td>45</td>
</tr>
</tbody>
</table>

ASSESSMENT METHOD:
These course components are either externally assessed (often through a question paper) or internally assessed and externally verified, depending on the nature of the assessment involved and the skills/knowledge being assessed.

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 showing Standard Grade, Intermediate, 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 in Social Sciences.

The Scottish Baccalaureate in Social Sciences 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.

See Number of Units/Structure for Interdisciplinary Project Tariff.
Higher National Certificates

QUALIFICATION ABBREVIATION: HNC

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL: Level 7

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE: 96 Credit Points (960 NLH)
However many candidates take 120 Credit Points (1200 NLH worth of relevant Units).

BACKGROUND: HNCs are HE group awards covering broad occupational areas and are offered by colleges and some HEIs.

DATE OF FIRST TEACHING: 1923

DATE OF FIRST AWARD: 1925

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, eg 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 1988 design rules comprise 12 SQA credits. Prior to modernising all HNCs, five subject areas were reviewed using design rules. These HNCs were validated with 15 SQA credits, two of which are Integrated Assessments. All HNCs have now been revised using the 2003 design principles and these will comprise 12 SQA unit credits (96 SCQF credit points), one of which will be a Graded Unit (8 SCQF credit points at SCQF Level 7). In the revised 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 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 from 2013.

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 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 revised (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/GuideToAssessment.pdf

PROGRESSION/ARTICULATION: Candidates who achieve a Scottish Baccalaureate in Social Sciences may progress to:
- further or higher education
- employment/training.

Higher National Diplomas

QUALIFICATION ABBREVIATION: HND

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL: Level 8

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK 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 HEIs. Direct entry to year two of a degree programme may be possible at some universities.
HNDs developed under 1988 design rules comprise 30 credits. Prior to modernisation all HNDs, a few were developed under pilot rules. These comprise 30 SQA credits, four of which are Integrated Assessments. All HNDs have been revised using the 2003 design principles and these will comprise 30 SQA unit credits (240 SCQF credit points). Three of these SQA credits will be for 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). 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 an HEI for offer-making, the double credit Graded Unit should be taken as a ‘duplicate grade’, i.e. ‘AA’ instead of simply ‘A’ for the purpose of 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”.

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 initially some applicants who present these new HNDs are likely to offer a mix of old Units (graded Pass or Merit) and new (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/GuideToAssessment.pdf

PROGRESSION/ARTICULATION:
HNDs are designed and validated at SCQF Level 8. As such, students may progress to degree courses or employment. HEIs make their own decisions on the specific credit to be granted and many articulation agreements exist between FE colleges and HEIs. Direct entry to year three of a degree programme may be possible at some universities.

Highers

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK
LEVEL:
Level 6

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK
CREDIT VALUE:
24 Credit Points (240 NLH)

BACKGROUND:
See “The System in Scotland” introductory paragraphs.

DATE OF FIRST TEACHING:
1999

DATE OF FIRST AWARD:
2000

PREREQUISITES:
Highers are National Courses normally taken at the end of a candidate’s fifth year of secondary education. They are also commonly taken at the end of the sixth year. (The fifth and sixth years in Scotland correspond to years 12 and 13 in England). In some circumstances they may be taken at the end of the sixth year. Highers can also be taken by adults.

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 Course are internally assessed and externally verified. Where courses contain an external assessment, it is usually an examination or, less commonly, a project, product or performance, or a combination of these.

EXAMINATION TIMING:
May/June (for National Courses with grades)

DATE OF RESULT 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.

TARIFF POINTS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>UCAS Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>36</td>
</tr>
<tr>
<td>Ungraded Highers</td>
<td>45</td>
</tr>
</tbody>
</table>

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/GuideToAssessment.pdf

PROGRESSION/ARTICULATION:
Highers are used for a variety of purposes, including entry to higher education. Scottish HEIs normally frame their conditional offers in terms of numbers and grades of Higher passes. Some students will have passed four, five or, in exceptional cases, six Highers by the end of fifth year and may well have obtained the required grades for entry to a Scottish HEI or college. However, they may stay at school for a further year to undertake some combination of AH and additional Highers and/or free-standing National Units. The number of Highers that students can achieve may be affected by a school’s timetabling policy.

Highers will be revised in the context of Curriculum for Excellence. The new Higher qualifications will be available from 2014/15. In 2014/15 the current 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
Intermediate 1 and Intermediate 2

QUALIFICATION ABBREVIATION:
Int 1 and Int 2

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:
Int 1 – level 4, Int 2 – level 5.

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:
Int 1 – 24 credit points (240 NLH), Int 2 – 24 credit points (240 NLH)

BACKGROUND:
See ‘The System in Scotland’ introductory paragraphs.

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 offer younger 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 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 RESULT 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/GuideToAssessment.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.

Curriculum for Excellence will see Intermediate 1 and Intermediate 2 courses being replaced by National 4 and National 5 courses. In 2013/14 and 2014/15, the current Intermediate 1 and Intermediate 2 will be dual run in centres alongside the new National 4 and National 5 qualifications. For more information on Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence.

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 validated by SQA are still available in a limited number of subjects. Of particular interest to admissions tutors is the National Certificate Group Award in Pharmaceutical Sciences. This qualification is 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:
Enter is at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:
The number of Units in a National Certificate Group Award is 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 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’.

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/GuideToAssessment.pdf

PROGRESSION/ARTICULATION:
National Certificate Group Awards offer 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 and larger, fixed-credit National Certificates. Both NPAs and NCs provide those preparing for work with opportunities to develop skills sought after by employers.
National Certificates

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:**
Level is dependent on the component parts of the award, but National Certificates are available at SCQF Levels 2-6.

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:**
At SCQF Level 2 and 3 - 54 Credit Points (minimum) (540 NLH)
At 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:**
Enter 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.

**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:**
National Certificates carry UCAS Tariff points with effect for entry to higher education from 2011 as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>125</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>75</td>
</tr>
</tbody>
</table>

Please refer to the Tariff section of the UCAS website for a list of which subjects are included in each group: www.ucas.ac.uk/students/ucas_tariff/tarifftables/sncgroups.

**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/GuideToAssessment.pdf

National Progression Awards (NPAs)

**QUALIFICATION ABBREVIATION:**
NPAs

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:**
Level 2-6

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK 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:**
Enter 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>45</td>
</tr>
</tbody>
</table>

**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/GuideToAssessment.pdf

**PROGRESSION/ARTICULATION:**
National Progression Awards offer progression to SVQs, and HNCs/HNDs.

Professional Development Awards (PDAs)

**QUALIFICATION ABBREVIATION:**
PDA

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:**
SCQF Levels 6–12 for all new and revised PDAs. Existing PDAs under the old design rules will be revised under the new design principles or 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.

The SCQF Level is subject to the level of the Units that comprise the PDA.

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:**
At SCQF Level 6 - 12 Credit Points (minimum) (120 NLH)
At SCQF Levels 7-12 - 16 Credit Points (minimum) (160 NLH).

Please refer to the Tariff section of the UCAS website for a list of which subjects are included in each group: www.ucas.ac.uk/students/ucas_tariff/tarifftables/sncgroups.

**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/GuideToAssessment.pdf

**PROGRESSION/ARTICULATION:**
Professional Development Awards offer progression to SVQs, and HNCs/HNDs.
**Scottish Progression Awards (SPAs)**

SPAs are gradually being replaced with new National Progression Awards (NPAs) and National Certificates (NCs).

**QUALIFICATION ABBREVIATION:**
SPA

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK 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:**

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 SCOF 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.

**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/GuideToAssessment.pdf

**PROGRESSION/ARTICULATION:**
Candidates normally progress to a full SVQ or other training programme.

**Scottish Vocational Qualifications (SVQs)**

**QUALIFICATION ABBREVIATION:**
SVQ

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL**: SVQ 1 – SCQF Level 4, SVQ 2 – SCQF Level 5, SVQ 3 – SCQF Level 6, SVQ 4 – SCQF Level 8, SVQ 5 – SCQF Level 11.

*For many 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 SCOF Level. SVQs are being credit rated to the SCQF on an ongoing basis.

**SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK CREDIT VALUE:**
Variable
BACKGROUND:
SVQs are at five non-SCQF 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. 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 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 and offered by a range of bodies, including SQA. See Guide to Assessment, which is available on SQA’s website at www.sqa.org.uk/files_ccc/GuideToAssessment.pdf

PROGRESSION/ARTICULATION:
SVQ Levels 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 at levels 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 HEIs 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 level 3 is one of the three components of a Modern Apprenticeship in Scotland.

Standard Grades

QUALIFICATION ABBREVIATION:
S Grade

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK 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 are 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 RESULT 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/GuideToAssessment.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.

Curriculum for Excellence will see Standard Grades being replaced by National 3, National 4 and National 5 courses. The first National 3, 4 and 5 courses will be available from 2013/14. The final Standard Grades will be offered in 2012/13. For more information on Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence
Scottish Curriculum Reform

ABOUT CURRICULUM FOR EXCELLENCE (CfE)
Curriculum for Excellence (CfE) is the new 3-18 curriculum which has been adopted by all 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 3 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 the teaching unions, associations 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 2014 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 2 years (5 terms) or, for the most able, bypassing lower level qualifications and studying Highers from S4 onwards.

CfE represents a different approach to learning 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 requires new assessment methods and qualifications. SQA’s principal role is to design and develop the new qualifications and assessment.

The new qualifications will have equal status and credibility to those currently available and will support the new curriculum.

ABOUT THE NEW QUALIFICATIONS
National 4 and National 5 will replace the current National Qualifications – Standard Grade General and Credit, and Intermediate 1 and 2. Foundation level Standard Grade will be replaced by National 3. Current Access 1 and Access 2 qualifications will be replaced by National 1 and National 2 qualifications.

Revisions will also be made to the current Higher and Advanced Higher qualifications to reflect the values, purposes and principles of CfE.

The new National 1 to National 5 qualifications will be introduced in 2013/14, followed by the new Higher qualifications in 2014/15 and the new Advanced Higher qualifications in 2015/16.

The Scottish Baccalaureates in Sciences and Languages were introduced in August 2009 and the Scottish Baccalaureates in Social Sciences and Expressive Arts are being introduced 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 being taught. Literacy and Numeracy Units will be 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/45395.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 is part of the Mathematics Course at Access 3 and National 4. Work in Mathematics (National 5) and other Courses, may be used to contribute to the Numeracy Unit at National 5. The Numeracy Unit is part of the new Lifeskills Mathematics Courses at National 4 and National 5. The Literacy and Numeracy Units will also be available to adult learners.

DEVELOPING THE NEW QUALIFICATIONS
The process of designing and developing new qualifications is 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 is developing 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.

Over a 3-year period, 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, 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.

Subject Working Groups (SWGs) carry out specific pieces of work as designated by the QDTs. Teachers and practitioners can nominate themselves to join these groups.
The HEI sector has representation across the CARGs, QDTs and SWGs.

More information on published final documents can be found at www.sqa.org.uk/sqa/57094.3346.html

DELEVERING THE NEW QUALIFICATIONS

Whilst the new qualifications are being implemented, there will be 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 and Advanced Higher without disruption to their learning.

The last year for Standard Grade presentation will be 2012/13 with final certification in August 2013.

The new National Qualifications (Nationals 1–5) will be implemented in centres in time for those who started S1 in August 2010. SQA will support centres in the build-up to and during this period.

In 2013–14, the new National 2, National 3, National 4 and National 5 qualifications will run in centres alongside the current Access 2, Access 3, Intermediate 1 and Intermediate 2. The new qualifications will be available for those in S4, while S5 and S6 students will complete their education with the current qualifications.

In 2014–15, the new National 2, National 3, National 4, National 5 and Higher qualifications will run in centres alongside Access 2, Access 3, Intermediate 1, Intermediate 2 and the current Higher. The new qualifications will be available for those in S4 and S5, while S6 students will complete their education with the current qualifications.

In 2015–16, the new National 2, National 3, National 4, National 5, Higher and Advanced Higher will be available. 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/39510.html
Phased Out Qualifications

As part of a phased programme, National Qualifications have replaced SCE Higher, 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 will offer some combination of old and new qualifications.

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.

<table>
<thead>
<tr>
<th>Grade (previously known as Ranking)</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>No award</td>
<td>6</td>
</tr>
</tbody>
</table>

Reporting:

Grades A, B, C (pass grades) were reported to both centres and candidates.

General Scottish Vocational Qualifications (GSVQs)

GSVQs were replaced by 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-SCOF, but comparable to SCOF 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 HEIs. In particular, certain groups of modules are recognised as alternatives to Standard Grades and Higher 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 (SGAs)

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 (eg Arts, Sciences, Business, Technology) were also available.

There was a minimum credit and Core Skills requirement for all named and general SGAs. SGAs at AH required 20 credits, plus Core Skills Profile at specified levels; SGAs at Higher required 20 credits, plus Core Skills Profile at specified levels; SGAs at Int 1 and Int 2 required 16 credits, plus Core Skills Profile at specified levels.

SGAs were designed to provide progression to FE and HE and employment. Higher and AH 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.

<table>
<thead>
<tr>
<th>Grade (previously known as Band)</th>
<th>Band (previously known as Range)</th>
<th>Scaled Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>90–100</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>85–89</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>80–84</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>75–79</td>
</tr>
<tr>
<td>A</td>
<td>5</td>
<td>70–74</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>65–69</td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>60–64</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>55–59</td>
</tr>
<tr>
<td>C</td>
<td>9</td>
<td>50–54</td>
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<tr>
<td>D</td>
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<td>-</td>
<td>14</td>
<td>0–29</td>
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</table>

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 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 SEB and 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 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 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 SCE recorded candidates’ achievements in Standard Grades, Highers and Short Courses prior to January 2000.

**Certificate of Sixth Year Studies**

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.

There are three components to a Scottish MA: vocational qualifications to SVQ level 3 or above; core skills; and industry-specific components, which might include Units to develop knowledge and understanding of the core vocational area. The development of flexibility within the workplace is an additional feature.

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 of Highland and Islands Enterprise Network (HIE), Scottish Enterprise Network, Skills Development Scotland (SDS), (incorporating Careers Scotland), Scottish Government and SQA Accreditation.
INTRODUCTION
This section describes the main routes into HE in Scotland and related topics, including credit accumulation and transfer using the developing SCQF.

APPLICANTS FROM SCHOOLS
Most applicants from schools will offer some combination of Highers, Advanced Highers and Scottish Baccalaureates. Some candidates may offer Intermediate 1 and 2 instead of General and Credit Standard Grades.

The entrance requirements of Scottish HEIs are generally formulated in terms of passes in Highers. Institutions have adapted their admissions policies to recognise the Advanced Higher, but the recognition given to individual qualifications is decided by individual institutions and will vary depending on the course or faculty to which entry is sought.

Scottish applicants applying direct from school to HEIs and colleges may have taken seven or eight Standard Grades (or a number of Intermediate Courses) in the fourth year and four or five Highers in fifth year. A few applicants may have bypassed Standard Grade or Intermediate 1 or 2 and moved directly to Highers. (Variations will depend in part on the ability of the pupil and in part on the school curriculum policy.) Generally, these pupils enter HE at 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, Intermediate Courses and/or free-standing National Units.

NOTE ON AGE AND STAGE REGULATIONS
In March 2004, as part of the National Debate on Education, the Scottish Executive consulted on the future of Age and Stage regulations. As a result of that consultation, the Scottish Executive decided to replace the Age and Stage regulations with guidance. The document, Guidance on the appropriate age and stage when young people can be presented for externally assessed qualifications (Circular 3/2005, Scottish Executive, 2005), outlines key principles that should guide decisions about when a young person is ready to be presented for a formal qualification.

MATURE APPLICANTS AND APPLICANTS FROM FURTHER EDUCATION COLLEGES
HEIs 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 HEIs. Detailed information is available from SQA. Contact information is given in Appendix A.

EXAMPLES OF POSSIBLE PROGRESSION ROUTES FOR SCHOOL CANDIDATES

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard Grade at Credit</th>
<th>Standard Grade at General</th>
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<td>6th year</td>
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</table>

Note: Routes into Higher Education in Scotland

UK QUALIFICATIONS > 203
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 HEIs. 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 HEIs. Further information can be obtained from members of the SWAP consortia – SWAP: West and Central Access Consortium, SWAP: East and SWAP: North. Contact information is given in Appendix A.

Access Courses Run by Higher Education Institutions

A wide variety of access courses are run by individual HEIs 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 HEIs 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 HEI. For details of courses, contact the admissions office at the institution concerned.

Community Education, Voluntary Organisation Routes

Some HEIs 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,
Appendix A – Contact Details

ABC Awards
Robins Wood House
Robins Wood Road
Aspley
Nottinghamshire NG8 3NH

t: 0115 854 1616
f: 0115 854 1617
w: www.abcawards.co.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

Assessment and Qualifications Alliance
Stag Hill House
Guildford
Surrey GU2 7XJ

t: 01483 506 506
f: 01483 300 152
e: mailbox@aqa.org.uk
w: www.aqa.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 and Guilds
1 Giltspur Street
London EC1A 9DD

t: 0844 543 0000
f: 020 7294 2413
w: www.cityandguilds.co.uk

Cambridge Assessment
1 Hills Road
Cambridge CB1 2EU

t: 01223 553 311
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: international@cie.org.uk
w: www.cie.org.uk

Council for Awards in Children’s Care 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
Written Correspondence:
1 Victoria Street
London SW1H OET

t: 020 7215 5000
w: www.bis.gov.uk

Award Scheme Development and Accreditation Network
Wainbrook House
Hudds Vale Road
St George
Bristol BS5 7HY

t: 0117 941 1126
f: 0117 954 8325
e: info@asdan.org.uk
w: www.asdan.co.uk

British Horse Society
Abbay Park
Stareton
Kenilworth
Warwickshire CV8 2XZ

t: 0844 848 1666
f: 02476 840 501
e: enquiry@bhs.org.uk
w: www.bhs.org.uk

Cambridge Assessment
1 Hills Road
Cambridge CB1 2EU

t: 01223 553 311
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: international@cie.org.uk
w: www.cie.org.uk

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City and Guilds
1 Giltspur Street
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t: 0844 543 0000
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w: www.cityandguilds.co.uk

Devas Street
Manchester M15 6EX

t: 0161 953 1180
f: 0161 273 7572
e: info@asdan.org.uk
w: www.asdan.co.uk

Devon Street
Manchester M15 6EX

t: 0161 953 1180
f: 0161 273 7572
e: info@asdan.org.uk
w: www.asdan.co.uk

Ascentis
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Lancaster LA1 3SW

t: 01524 845 046
f: 01524 388 467
e: development@ascentis.co.uk
w: www.ascentis.co.uk

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Stag Hill House
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Surrey GU2 7XJ

t: 01483 506 506
f: 01483 300 152
e: mailbox@aqa.org.uk
w: www.aqa.org.uk

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Surrey GU2 7XJ

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f: 01483 300 152
e: mailbox@aqa.org.uk
w: www.aqa.org.uk

75x736
ABC Awards
Robins Wood House
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f: 0115 854 1617
w: www.abcawards.co.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
<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Department for Education and Skills (DfES) Wales</td>
<td>Welsh Government Cathays Park Cardiff CF10 3NQ</td>
<td>0300 060 3300</td>
<td><a href="mailto:wag-en@mailuk.custhelp.com">wag-en@mailuk.custhelp.com</a></td>
<td><a href="http://www.wales.gov.uk/topics/educationandskills/">www.wales.gov.uk/topics/educationandskills/</a></td>
</tr>
<tr>
<td>Department for Education (DfE)</td>
<td>Sanctuary Buildings Great Smith Street London SW1P 3BT</td>
<td>020 300 060 2288</td>
<td></td>
<td><a href="http://www.education.gov.uk">www.education.gov.uk</a></td>
</tr>
<tr>
<td>Department of Education Northern Ireland</td>
<td>Rathgael House Balioo Road Rathgill Bangor BT19 7PR</td>
<td>028 9127 9279</td>
<td><a href="mailto:mail@deni.gov.uk">mail@deni.gov.uk</a></td>
<td><a href="http://www.deni.gov.uk">www.deni.gov.uk</a></td>
</tr>
<tr>
<td>Duke of Edinburgh’s Award</td>
<td>Gulliver House Madeira Walk Windsor SL4 1EU</td>
<td>01753 727 400</td>
<td><a href="mailto:info@DofE.org">info@DofE.org</a></td>
<td><a href="http://www.DofE.org">www.DofE.org</a></td>
</tr>
<tr>
<td>Thain House</td>
<td>226 Queensferry Road, Edinburgh EH4 2BP</td>
<td>0131 343 0920</td>
<td></td>
<td><a href="http://www.thainhouse.org.uk">www.thainhouse.org.uk</a></td>
</tr>
<tr>
<td>Edexcel</td>
<td>Head Office 190 High Holborn London WC1V 7BH</td>
<td>020 828 10 0440</td>
<td></td>
<td><a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a></td>
</tr>
<tr>
<td>Education Development International</td>
<td>International House Siskin Parkway East Midlemarch Business Park Coventry CV3 4PE</td>
<td>024 7651 6500</td>
<td><a href="mailto:enquiries@ediplc.com">enquiries@ediplc.com</a></td>
<td><a href="http://www.ediplc.com">www.ediplc.com</a></td>
</tr>
<tr>
<td>Engineering Education Scheme in England</td>
<td>Weitech Centre Ridgeway Welwyn Garden City Herts AL7 2AA</td>
<td>01707 871 520</td>
<td><a href="mailto:info@thescheme.org.uk">info@thescheme.org.uk</a></td>
<td><a href="http://www.thescheme.org.uk">www.thescheme.org.uk</a></td>
</tr>
<tr>
<td>Engineering Education Scheme in Scotland</td>
<td>Scottish Engineering 105 West George Street Glasgow G2 1QH</td>
<td>0141 221 3181</td>
<td><a href="mailto:consult@scottishengineering.org.uk">consult@scottishengineering.org.uk</a></td>
<td><a href="http://www.scottishengineering.org.uk">www.scottishengineering.org.uk</a></td>
</tr>
<tr>
<td>Industrial Careers Foundation</td>
<td>8 Nightingale Place Buckingham MK18 1UF</td>
<td>01280 812 547</td>
<td><a href="mailto:geoff@icf.org.uk">geoff@icf.org.uk</a></td>
<td><a href="http://www.icf.org.uk">www.icf.org.uk</a></td>
</tr>
<tr>
<td>Institute of Commercial Management</td>
<td>ICM House Castleman Way Ringwood Hampshire BH24 3BA</td>
<td>01202 490 555</td>
<td><a href="mailto:info@icm.ac.uk">info@icm.ac.uk</a></td>
<td><a href="http://www.icm.ac.uk">www.icm.ac.uk</a></td>
</tr>
<tr>
<td>ifs School of Finance</td>
<td>8th Floor Peninsular House 36 Monument Street London EC3R 8LJ</td>
<td>020 7444 7111</td>
<td><a href="mailto:customerservices@ifslearning.ac.uk">customerservices@ifslearning.ac.uk</a></td>
<td>www ifslearning.ac.uk</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>Peterson House Malthouse Avenue Cardiff Gate Cardiff CF23 8GL</td>
<td>029 2054 7777</td>
<td><a href="mailto:ibca@ibo.org">ibca@ibo.org</a></td>
<td><a href="http://www.ibo.org">www.ibo.org</a></td>
</tr>
<tr>
<td>LCM Examinations</td>
<td>University of West London TC326 St Mary’s Road Ealing W5 5RF</td>
<td>020 8231 2364</td>
<td></td>
<td><a href="http://www.lcmexams.co.uk">www.lcmexams.co.uk</a></td>
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<tr>
<td>Learning and Skills Improvement Service</td>
<td>Friars House Manor House Drive Coventry CV1 2TE</td>
<td>020 7462 7900</td>
<td><a href="mailto:enquiries@lsis.org.uk">enquiries@lsis.org.uk</a></td>
<td><a href="http://www.lsishq.ac.uk">www.lsishq.ac.uk</a></td>
</tr>
<tr>
<td>Learning Materials for Change (LMC) Project</td>
<td>GLADE – Centre for Global and Development Education The GLADE Centre Frog Lane Ilminster Somerset TA19 0AP</td>
<td>01460 557 550</td>
<td><a href="mailto:glade@glade.org">glade@glade.org</a></td>
<td><a href="http://www.glade.org">www.glade.org</a></td>
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<tr>
<td>National Assembly for Wales</td>
<td>Cardiff Bay Cardiff CF99 1NA</td>
<td>0845 010 5500</td>
<td><a href="mailto:assembly.info@wales.gov.uk">assembly.info@wales.gov.uk</a></td>
<td><a href="http://www.assemblywales.org">www.assemblywales.org</a></td>
</tr>
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</table>
National Open College Network (NOCN)
The Quadrant
Parkway Business Park
99 Parkway Avenue
Sheffield S9 4WG
t: 0114 227 0500
f: 0114 227 0501
e: nocn@nocn.org.uk
w: www.nocn.org.uk

Open University in Scotland
10 Drumshaughe Gardens
Edinburgh EH3 7QJ
t: 0131 226 3851
f: 0131 220 6730
e: scotland@open.ac.uk
w: www3.open.ac.uk/area/Scotland

Oxford, Cambridge and RSA Examinations
1 Hills Road
Cambridge CB1 2EU
OCR Customer Contact Centre
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

Prince’s Trust Volunteers
Head Office
The Prince’s Trust
18 Park Square East
London NW1 4LH
t: 020 7543 1234
f: 020 7543 1200
e: webinfops@princes-trust.org.uk
w: www.princes-trust.org.uk

The Prince’s Trust – Scotland
Head Office
6th Floor
Portland House
17 Renfield Street
Glasgow G2 5AH
t: 0141 204 4409
f: 0141 221 8221
e: webinfosc@princes-trust.org.uk
w: www.princes-trust.org.uk

The Prince’s Trust – Cymru
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Baltic House
Mount Stuart Square
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t: 029 2043 7000
f: 029 2043 7001
e: webinfowales@princes-trust.org.uk
w: www.princes-trust.org.uk

The Prince’s Trust – Northern Ireland
Head Office
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Jennymount Court
North Derby Street
Belfast BT15 3HN
t: 028 9074 5454
f: 028 9074 8416
e: webinfoni@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: comms@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 1DG
t: 0845 774 1741
f: 01397 795 001
e: ceu@scotland.gsi.gov.uk
w: www.scotland.gov.uk
Scottish Qualifications Authority
Customer Contact Centre
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

Scottish Qualifications Authority
Customer Contact Centre
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

t: 0845 279 1000
f: 0845 213 5000
e: customer@sqa.org.uk
w: www.sqa.org.uk

Lowden
24 Wester Shawfair
Dalkeith
Midlothian EH22 1FD

Scottish Qualifications Authority
Customer Contact Centre
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

t: 0845 279 1000
f: 0845 213 5000
e: customer@sqa.org.uk
w: www.sqa.org.uk

TOEFL
ETS Europe UK
707 High Road
London N12 0BT

t: 020 8446 9944
f: 0871 978 7521
w: www.uk.etsglobal.org

Trinity College London
89 Albert Embankment
London SE1 7TP

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
Wath-upon-Deame
South Yorkshire S63 5NB

t: 01709 774 800
f: 01709 774 801
e: info@ukces.org.uk
w: www.ukces.org.uk

Universities Scotland
53 Hanover Street
Edinburgh EH2 2PJ

t: 0131 226 1111
f: 0131 226 1100
e: info@universities-scotland.ac.uk
w: www.universities-scotland.ac.uk

Universities UK
24 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
f: 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

Youth Link 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

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Appendix B – The UCAS Tariff

Admission to higher education courses is generally dependent upon an individual’s achievement in level 3 qualifications, such as GCE A levels. Did you know that there are currently over 3,000 level 3 (or equivalent) qualifications available in the UK alone?

As if the number of qualifications available was not confusing enough, different qualifications can 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 allows students to use a range of different qualifications to help secure a place on an undergraduate course.

Universities and colleges use the UCAS Tariff to make comparisons between applicants with different qualifications. Tariff points are often used in entry requirements, although other factors are often taken into account. Entry Profiles provide a fuller picture of what admissions tutors are seeking.

The tables on the following pages show the qualifications covered by the UCAS Tariff. There may have been changes to these tables since this book was printed. You should visit www.ucas.com to view the most up-to-date tables.

Further information?

Although Tariff points can be accumulated in a variety of ways, not all of these will necessarily be acceptable for entry to a particular HE course. The achievement of a points score therefore does not give an automatic entitlement to entry, and many other factors are taken into account in the admissions process.

The Course Search facility at www.ucas.com is the best source of reference to find out what qualifications are acceptable for entry to specific courses. Updates to the Tariff, including details on how new qualifications are added, can be found at www.ucas.com/students/ucas_tariff.

How does the Tariff work?

- Students can collect Tariff points from a range of different qualifications, e.g. GCE A level with BTEC.
- There is no ceiling to the number of points that can be accumulated.
- There is no double counting. Certain qualifications within the Tariff build on qualifications in the same subject. In these cases only the qualification with the higher Tariff score will be counted. For example, this principle applies 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.
- Tariff points for the Advanced Diploma come from the Progression Diploma score plus the relevant Additional and Specialist Learning (ASL) Tariff points. Please see the appropriate qualification in the Tariff tables to calculate the ASL score.
- The Extended Project Tariff points are included within the Tariff points for Progression and Advanced Diplomas. Extended Project points represented in the Tariff only count when the qualification is taken outside of these Diplomas.
- 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.

How do universities and colleges use the Tariff?

The Tariff provides a facility to help universities and colleges when expressing entrance requirements and when making conditional offers. Entry requirements and conditional offers expressed as Tariff points will often require a minimum level of achievement in a specified subject (for example, ‘300 points to include grade A at A level chemistry’, or ‘260 points including SQA Higher grade B in mathematics’).

Use of the Tariff may also vary from department to department at any one institution, and may in some cases be dependent on the programme being offered.
### WHAT QUALIFICATIONS ARE INCLUDED IN THE TARIFF?

The following qualifications are included in the UCAS Tariff. See the number on the qualification title to find the relevant section of the Tariff table.

1. AAT NVQ Level 3 in Accounting
2. AAT Level 3 Diploma in Accounting (QCF)
3. Advanced Diploma
4. Advanced Extension Awards
5. Advanced Placement Programme (US and Canada)
6. Arts Award (Gold)
7. ASDAN Community Volunteering qualification
8. Asset Languages Advanced Stage
9. British Horse Society (Stage 3 Horse Knowledge & Care, Stage 3 Riding and Preliminary Teacher’s Certificate)
10. BTEC Awards (NQF)
11. BTEC Certificates and Extended Certificates (NQF)
12. BTEC Diplomas (NQF)
13. BTEC National in Early Years (NQF)
14. BTEC Nationals (NQF)
15. BTEC QCF Qualifications (Suite known as Nationals)
16. BTEC Specialist Qualifications (QCF)
17. CACHE Award, Certificate and Diploma in Child Care and Education
18. CACHE Level 3 Extended Diploma for the Children and Young People’s Workforce (QCF)
19. Cambridge ESOL Examinations
20. Cambridge Pre-U
21. Certificate of Personal Effectiveness (COPE)
22. CSI Introduction to Securities and Investment
23. City & Guilds Land Based Services Level 3 Qualifications
24. Graded Dance and Vocational Graded Dance
25. Diploma in Fashion Retail
26. Diploma in Foundation Studies (Art & Design; Art, Design & Media)
27. EDI Level 3 Certificate in Accounting, Certificate in Accounting (IAS)
28. Essential Skills (Northern Ireland)
29. Essential Skills Wales
30. Extended Project (stand alone)
31. Free-standing Mathematics
32. Functional skills
33. GCE (AS, AS Double Award, A level, A level Double Award and A level (with additional AS))
34. Hong Kong Diploma of Secondary Education (from 2012 entry onwards)
35. ifs School of Finance (Certificate and Diploma in Financial Studies)
36. iMedia (OCR level Certificate/Diploma for iMedia Professionals)
37. International Baccalaureate (IB) Diploma
38. International Baccalaureate (IB) Certificate
39. Irish Leaving Certificate (Higher and Ordinary levels)
40. IT Professionals (iPRO) (Certificate and Diploma)
41. Key Skills (Levels 2, 3 and 4)
42. Music examinations (grades 6, 7 and 8)
43. OCR Level 3 Certificate in Mathematics for Engineering
44. OCR Level 3 Certificate for Young Enterprise
45. OCR Nationals (National Certificate, National Diploma and National Extended Diploma)
46. Principal Learning Wales
47. Progression Diploma
48. Rockschool Music Practitioners Qualifications
49. Scottish Qualifications
50. Speech and Drama examinations (grades 6, 7 and 8 and Performance Studies)
51. Sports Leaders UK
52. Welsh Baccalaureate Advanced Diploma (Core)

Updates on the Tariff, including details on the incorporation of any new qualifications, are posted on [www.ucas.com](http://www.ucas.com).
Appendix B – The UCAS Tariff

### UCAS TARIFF TABLES

#### 1

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<th>AAT NVQ LEVEL 3 IN ACCOUNTING</th>
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<th>TARIFF POINTS</th>
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Points for Advanced Extension Awards are over and above those gained from the A level grade.

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Details of the subjects covered by each group can be found at www.ucas.com/students/ucas_tariff/tarifftables

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Awarded by Equestrian Qualifications (GB) Ltd (EQL)

#### 10

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<thead>
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<th>BTEC AWARDS (NOF) (EXCLUDING BTEC NATIONAL QUALIFICATIONS)</th>
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Details of the subjects covered by each group can be found at www.ucas.com/students/ucas_tariff/tarifftables

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<td>Group B</td>
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Details of the subjects covered by each group can be found at www.ucas.com/students/ucas_tariff/tarifftables

#### 12

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Details of the subjects covered by each group can be found at www.ucas.com/students/ucas_tariff/tarifftables

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*UK QUALIFICATIONS > 211*
### UCAS Tariff Tables

#### BTEC National in Early Years (NQF)

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<tr>
<td>PP</td>
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Points apply to the following qualifications only: BTEC National Diploma in Early Years (100/1279/5); BTEC National Certificate in Early Years (100/1280/1)

#### BTEC Nationals (NQF)

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<td>MP</td>
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<td>PP</td>
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#### BTEC Qualifications (QCF)

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#### BTEC Specialist (QCF)

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<td>PASS</td>
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## UCAS Tariff Tables

### Cache Level 3 Award, Certificate and Diploma in Child Care & Education

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<td><strong>GRADE</strong></td>
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### Certificate of Personal Effectiveness (CoPE)

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Points are awarded for the Certificate of Personal Effectiveness (CoPE) awarded by ASDAN and CCEA.

### CISI Introduction to Securities and Investment

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### City and Guilds Land Based Services Level 3 Qualifications

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<tr>
<td>PASS</td>
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### Graded Dance and Vocational Graded Dance

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<td>DISTINCTION</td>
<td>65</td>
</tr>
<tr>
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</tr>
<tr>
<td>PASS</td>
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</tr>
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<td>Grade 7</td>
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<tr>
<td>MERIT</td>
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</tr>
<tr>
<td>PASS</td>
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</tr>
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<td>DISTINCTION</td>
<td>40</td>
</tr>
<tr>
<td>MERIT</td>
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<tr>
<td>PASS</td>
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</table>

### Diploma in Fashion Retail

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DISTINCTION</td>
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</tr>
<tr>
<td>MERIT</td>
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</tr>
<tr>
<td>PASS</td>
<td>80</td>
</tr>
</tbody>
</table>

Applies to the NQF and QCF versions of the qualifications awarded by ABC Awards.

---

UK Qualifications > 213
### UCAS Tariff Tables

#### DIPLOMA IN FOUNDATION STUDIES (ART & DESIGN AND ART, DESIGN & MEDIA)

<table>
<thead>
<tr>
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<th>Tariff Points</th>
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<tbody>
<tr>
<td>Distinction</td>
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<td>Pass</td>
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Awarded by ABC, Edexcel, UAL and WJEC

#### EDI LEVEL 3 CERTIFICATE IN ACCOUNTING, CERTIFICATE IN ACCOUNTING (IASS)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff Points</th>
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</thead>
<tbody>
<tr>
<td>Distinction</td>
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<tr>
<td>Merit</td>
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<td>Pass</td>
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#### ESSENTIAL SKILLS (NORTHERN IRELAND)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</table>

Only allocated at level 2 if studied as part of a wider composite qualification such as 14-19 Diploma or Welsh Baccalaureate

#### ESSENTIAL SKILLS WALES

<table>
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<tbody>
<tr>
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<td>Level 2</td>
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</tbody>
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Only allocated at level 2 if studied as part of a wider composite qualification such as 14-19 Diploma or Welsh Baccalaureate

#### FREE-STANDING MATHEMATICS

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<tr>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
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</tbody>
</table>

Covers free-standing Mathematics - Additional Maths, Using and Applying Statistics, Working with Algebraic and Graphical Techniques, Modelling with Calculus

#### FUNCTIONAL SKILLS

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<th>Tariff Points</th>
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</thead>
<tbody>
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Only allocated if studied as part of a wider composite qualification such as 14-19 Diploma or Welsh Baccalaureate

#### GCE AND VCE

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<tr>
<td>D</td>
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#### HONG KONG DIPLOMA OF SECONDARY EDUCATION

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<td>5**</td>
<td>No value</td>
</tr>
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<tr>
<td>3</td>
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No value for 5** pending receipt of candidate evidence (post 2012)
### UCAS Tariff Tables

#### IFS School of Finance (NQF & QCF)

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<td>D</td>
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<td>E</td>
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<table>
<thead>
<tr>
<th>GRADE</th>
<th>TARIFF POINTS</th>
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<tr>
<td>E</td>
<td>40</td>
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</tbody>
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Applicants with the IFS Diploma cannot also count points allocated to the IFS Certificate. Completion of both qualifications will result in a maximum of 120 UCAS Tariff points.

#### Level 3 Certificate / Diploma for iMedia Users (iMedia)

<table>
<thead>
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<tbody>
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<tr>
<td>CERTIFICATE</td>
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Awarded by OCR.

#### International Baccalaureate (IB) Diploma

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<tr>
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#### International Baccalaureate (IB) Certificate

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<tr>
<td>Core</td>
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<table>
<thead>
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<th>TARIFF POINTS</th>
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</thead>
<tbody>
<tr>
<td>Higher Level</td>
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<tr>
<td>Standard Level</td>
<td>610</td>
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<tr>
<td>Core</td>
<td>3120</td>
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#### Irish Leaving Certificate

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<tr>
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</tr>
<tr>
<td>B3</td>
<td>58</td>
</tr>
<tr>
<td>A1</td>
<td>73</td>
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<tr>
<td>B1</td>
<td>64</td>
</tr>
<tr>
<td>B2</td>
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<tr>
<td>C1</td>
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<td>C2</td>
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<tr>
<td>D2</td>
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<tr>
<td>D3</td>
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#### IT Professionals (iPro)

<table>
<thead>
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</thead>
<tbody>
<tr>
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</tr>
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Awarded by OCR.

#### Key Skills

<table>
<thead>
<tr>
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<tbody>
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<td>LEVEL 3</td>
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<tr>
<td>LEVEL 2</td>
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</table>

Only allocated at level 2 if studied as part of a wider composite qualification such as 14-19 Diploma or Welsh Baccalaureate.
### UCAS Tariff Tables

#### MUSIC EXAMINATIONS

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Grade</th>
<th>Tariff Points</th>
<th>Grade</th>
<th>Tariff Points</th>
</tr>
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<tbody>
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<td>Grade 6</td>
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</tr>
<tr>
<td>Distinction</td>
<td>75</td>
<td>Distinction</td>
<td>60</td>
<td>Distinction</td>
<td>45</td>
</tr>
<tr>
<td>Merit</td>
<td>75</td>
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<td>55</td>
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</tr>
<tr>
<td>Pass</td>
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<td>Pass</td>
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<td>Theory</td>
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<td>20</td>
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<td>15</td>
</tr>
<tr>
<td>Merit</td>
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<td>15</td>
<td>Merit</td>
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</tr>
<tr>
<td>Pass</td>
<td>20</td>
<td>Pass</td>
<td>10</td>
<td>Pass</td>
<td>5</td>
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</table>

Points shown are for the ABRSM, LCMM/University of West London, Rokscool and Trinity Guildhall/Trinity College London Advanced Level music examinations.

#### OCR Level 3 Certificate in Mathematics for Engineering

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<tr>
<td>A</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>60</td>
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<tr>
<td>D</td>
<td>45</td>
</tr>
<tr>
<td>E</td>
<td>30</td>
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</table>

#### OCR Level 3 Certificate for Young Enterprise

<table>
<thead>
<tr>
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<th>Tariff Points</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Merit</td>
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</tr>
<tr>
<td>Pass</td>
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#### OCR Nationals

<table>
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</tr>
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<tbody>
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</tr>
<tr>
<td>M2</td>
<td>280</td>
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<tr>
<td>M3</td>
<td>240</td>
</tr>
<tr>
<td>P1</td>
<td>200</td>
</tr>
<tr>
<td>P2</td>
<td>160</td>
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<td>P3</td>
<td>120</td>
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#### Principal Learning Wales

<table>
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<tbody>
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<td>A*</td>
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<td>A</td>
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<td>B</td>
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<td>D</td>
<td>90</td>
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<tr>
<td>E</td>
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#### Progression Diploma

<table>
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<td>A</td>
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<td>B</td>
<td>250</td>
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<tr>
<td>C</td>
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<td>D</td>
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<tr>
<td>E</td>
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</table>

Advanced Diploma = Progression Diploma plus Additional & Specialist Learning (ASL). Please see the appropriate qualification to calculate the ASL score.
### ROCKSCHOOL MUSIC PRACTITIONERS QUALIFICATIONS

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<tbody>
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### SCOTTISH QUALIFICATIONS

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<th>TARIFF POINTS</th>
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### SPEECH AND DRAMA EXAMINATIONS

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<th>GRADE</th>
<th>TARIFF POINTS</th>
<th>GRADE</th>
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<tbody>
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<td>65</td>
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<td>DISTINCTION</td>
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<tr>
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<td>60</td>
<td>MERIT</td>
<td>50</td>
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</table>

Details of the Speech and Drama Qualifications covered by the Tariff can be found at [www.ucas.com/students/ucas_tariff/tarifftables](http://www.ucas.com/students/ucas_tariff/tarifftables)

### SPORTS LEADERS UK

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These points are awarded to Higher Sports Leader Award and Level 3 Certificate in Higher Sports Leadership (QCF)

### WELSH BACCALAUREATE ADVANCED DIPLOMA (CORE)

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These points are awarded only when a candidate achieves the Welsh Baccalaureate Advanced Diploma
Appendix C – GCSE Subject Availability

Details about individual specifications are available from the relevant awarding bodies.

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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.

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## Appendix E – GCE Advanced Subsidiary/Advanced subject availability

(first teaching September 2008, except for applied subjects, which were first taught in September 2005)

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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 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.

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<th>Subject</th>
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<td>History</td>
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<td>Physics</td>
<td>CCEA</td>
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</tr>
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<td>Edexcel</td>
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<tr>
<td>Welsh Second Language</td>
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</table>
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.

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<td>✓</td>
<td>✓</td>
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<tr>
<td>Construction &amp; the Built Environment</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Engineering</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Health &amp; Social Care</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hospitality &amp; Catering</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Information &amp; Communication Technology</td>
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<td>Leisure &amp; Recreation</td>
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<td>✓</td>
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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 Cambridge Assessment
Entry deadline: 1 October 2012
Test date: 7 November 2012
Duration of test: 2 hours
Results available: 21 November 2012
Further information: www.bmat.org.uk

GRADUATE MEDICAL SCHOOL ADMISSIONS TEST (GAMSAT)
Used for graduate entry to Medicine
Entry method: online via www.gamsatuk.org
Entry deadline: 10 August 2012
Test date: 21 September 2012
Duration of test: 5½ hours
Results available: approximately 8 weeks after test date
Further information: www.gamsatuk.org

HEALTH PROFESSIONS ADMISSIONS TEST (HPAT)
Used for entry into Health Professions courses at the University of Ulster
Entry method: online via HPAT website www.hpat.org.uk
Entry deadline: January/February 2013
Test date: January/February 2013
Duration of test: 3 hours
Further information: www.hpat.org.uk

HISTORY APTITUDE TEST (HAT)
Used for entry into all courses that include History at Oxford University
Entry method: online via Cambridge Assessment
www.hatoxford.org.uk
Entry deadline: 15 October 2012
Test date: 7 November 2012
Duration of test: 2 hours
Further information: www.hatoxford.ac.uk

SIXTH TERM EXAMINATION PAPERS (STEP)
Used for entry to Mathematics at the University of Cambridge and University of Warwick
Entry method: via applicant’s school or college, or test centre administering the STEP
Entry deadline: 30 April 2012
Test date: 18, 20 and 27 June 2012
Duration of test: 3 hours per paper
Results available: 16 August 2012
Further information: www.admissionstests.cambridgeassessment.org.uk/adt

THINKING SKILLS ASSESSMENT (TSA)
Used for entry mainly to Computer Science, Natural Sciences, Philosophy, Psychology, Engineering and Economics at the University of Cambridge and University of Oxford
Entry method: the University of Cambridge 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 2012. University of Cambridge: N/A
Duration of test: University of Oxford: 2 hours. University of Cambridge: 90 minutes
Further information: www.admissionstests.cambridgeassessment.org.uk/adt

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, University College, London
Entry method: registration and test booking via LNAT website www.lnat.ac.uk
Registration for test starts: August 2012
Test starts: September 2012
Entry deadlines: Oxford University – October 2012; on-time applications to other LNAT universities – January 2013; late applications to other LNAT universities – June 2013
Test date: Oxford applicants – October 2012; other on-time applicants – January 2013; other late applicants – June 2013
Duration of test: 2½ hours
Further information: www.lnat.ac.uk

UK CLINICAL APTITUDE TEST (UKCAT)
Used for entry to Medical and Dental Schools
Entry method: via UKCAT website
Entry deadline: 21 September 2012
Test dates: 3 July 2012 – 5 October 2012
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 evidence of proficiency in English. See also the UK Border Agency’s website (www.ukba.homeoffice.gov.uk) 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/7006

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 please visit www.britishinstitutes.org

CAMBRIDGE ESOL 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 2,700 centres in over 130 countries. To find your nearest centre visit: www.CambridgeESOL.org/Centres

Various tests are offered:
- Cambridge English: Advanced, commonly known as the Certificate in Advanced English – CAE (NOF Level 2) (See UCAS Tariff)
- Cambridge English: Proficiency, commonly known as the Certificate of Proficiency in English - CPE, (NOF Level 3) (see UCAS Tariff)
- Cambridge English: First, commonly known as the First Certificate in English – FCE, (NOF Level 1)
- Cambridge English: Business Certificates Higher, commonly known as Business English Certificate Higher - BEC H (NOF Level 2)
- Cambridge English: Business Certificates Vantage, commonly known as Business English Certificate Vantage - BEC V (NOF Level 1)
- ESOL Skills for Life Level 2 (NOF Level 2).

For more information visit: www.CambridgeESOL.org

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)
- GCSE O level English Language (Syllabus numbers 1119, 1120, 1123, 1124, 1125 and 1126) – grade C or better
- IGCSE English as a Second Language (Syllabus numbers 0510, 0511 and 0526) – grade C or better
- IGCSE First Language English (Syllabus numbers 0500, 0522, 0524 and 0561) – grade C or better.

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.
- Certificate in English (Council of Europe Level B1) Level 2 - Independent User
- Certificate in English (Council of Europe Level B2) Level 2 - Independent User - pass or above sufficient for some undergraduate programmes
- Certificate in English (Council of Europe Level C1) Level 3 - Proficient User - pass or above sufficient for most undergraduate programmes and some postgraduate programmes
- Certificate of Proficiency in English (Council of Europe Level C2) Level 3 - Proficient User - pass or above sufficient for most postgraduate programmes.

CERTIFICATE IN ESOL SKILLS FOR LIFE
Offered by ASCENTIS Cambridge ESOL, City and Guilds, Edexcel, Education Development International plc, English Speaking Board, Learning Resource Network, National Open College Network and Trinity College London. The levels are set to equivalent NQF levels.

CITY AND Guilds
- English for Office Skills – CEFR B2 and C1
- International ESOL – CEFR A1–C2

EDEXCEL
- Level 1/Level 2 Certificate in English Language – grade C or better
- IGCSE English as a Second Language – grade C or better
- IGCSE English Language – grade C or better
- GCSE English Language – grade C or better.

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)

ENGLISH SPEAKING BOARD
- ESB Entry Level Certificate in EFL 1 – EFL 2 (ESOL)
- ESB Entry Level Certificate in EFL 3 (ESOL)
- ESB Level 1 Certificate in EFL (ESOL)
- ESB Level 2 Certificate in EFL (ESOL)
- ESB Level 3 Certificate in EFL (ESOL)

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 (see UCAS Tariff).
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 (LCICI)

- English for Business (EFB) – Pass at level 3
- English for Commerce (EFC) – Pass at level 3
- English Language Skills Assessment (ELSA).

MALAYSIAN UNIVERSITY ENGLISH TEST (MUET)

For further information, please contact:
Malaysian Examinations Council
Persiaran 1
Bandar Baru Selayang, 68100 Batu Caves,
Selangor Darul Ehsan, Malaysia

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

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 an IELTS Academic score in the range of 5.0-6.4. Some institutions may list a higher or lower score depending on the course.

Further information is available at www.pearsonpte.com/testme.

TRINITY COLLEGE LONDON

Graded Examinations in Spoken English (GESE):
- Grades 4-6 (Elementary) (NQF level Entry 2-Entry 3)
- Grades 7-9 (Intermediate) (NQF level 1)
- Grades 10-12 (Advanced) (NQF level 2-3).

Integrated Skills in English (ISE):
- ISE II (NQF Level 1)
- ISE III (NQF Level 2)
- ISE IV (NQF Level 3).

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. Score are split into the four sections and an overall score is provided.

The test is recognised and accepted in over 8,500 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.

UNIVERSITY OF READING

Test in English for Educational Purposes (TEEP) – Reading, Listening and Writing reported on the performance certificate, both as independent scores and as an overall composite 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.
### Appendix J – National Courses available in Scotland
(Intermediate to Advanced Higher Level)

This is a list of current National Courses available. It does not include courses which have been, or are in the process of being, removed. For more information on National Courses, see www.sqa.org.uk

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## Appendix K – National Qualification Group Awards (Scotland)

NATIONAL QUALIFICATIONS GROUP AWARDS (SCOTLAND) AVAILABLE TO CENTRES NOW:

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UCAS is the organisation responsible for managing applications to higher education courses in the UK. Choosing what and where to study are very important decisions and UCAS is committed to supporting applicants and their advisers.

Every year we help over 600,000 applicants apply to university or college in the UK.

This guide provides accurate and up-to-date information about a wide range of pre-HE qualifications and entry routes to HE. The publication is intended primarily to be a working manual for admissions tutors and staff involved in admission and related activities in universities and colleges. It should also be useful for staff in schools, colleges and careers services who advise applicants on entry to HE.