

# Qualification Guidance

## Assessment and Quality Assurance Qualifications

### Assessing and Assuring the Quality of Assessment



**November 2016**

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## Section One: Introduction

### Purpose of the qualifications

The Education and Training Foundation together with City and Guilds have updated this guide to the qualifications related to the assessment and the quality assurance of assessment.

These qualifications are designed for those who currently work, or wish to work in the field of assessment, internal and external quality assurance. They are designed to support the Assessment and Quality Assurance of all Apprenticeships, Vocational Qualifications, Awards, Certificates, and Diplomas.

A number of awarding organisations accredit these qualifications and each of them is expected to recognise and accept TAQA qualifications from other awarding organisations.

#### Qualifications for assessors:

- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

#### Qualifications for internal quality assurance staff (also known as ‘internal verifiers’):

- 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

#### Qualifications for external quality assurance staff (also known as ‘external verifiers’):

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

**Please note:** these qualifications are not teaching or training qualifications, they solely relate to assessment and quality assurance. For those who wish to engage in teaching or training the appropriate qualifications can be found in the Education & Training suite, more information available on the FE Advice website at: <https://www.feAdvice.org.uk/i-want-work-fe-skills-sector/i-want-be-teacher-fe-skills/teaching-qualifications-fe-skills-sector>

## How to use this document

The remainder of **Section 1** explains the background to the units and qualifications and the rationale. It includes diagrams which give an overview of the new qualifications.

**Sections 2, 3 & 4 – for potential practitioners** sets out the Rules of Combination and evidence and assessment requirements for each new qualification:

- **Section 2 - Assessment qualifications**
- **Section 3 - Internal quality assurance qualifications**
- **Section 4 – External quality assurance qualifications.**

**Section 5 – for course providers** explains the assessment strategy, including requirements for who can assess and quality assure these qualifications.

**Section 6 – for awarding institutions** describes in detail the units of assessment that make up these qualifications.

## Background to the development of the qualifications

These qualifications were developed following a review of the National Occupational Standards (NOS), for Learning and Development in 2010, which involved consultation with several hundred individual practitioners, managers and organisations, as well as relevant awarding organisations, sector skills councils, Regulators and other key stakeholders across the UK.

Each qualification includes a unit that covers all the essential knowledge and understanding that assessors and quality assurance staff need, plus one or more units that describe competent practice. This approach offers more flexibility and a greater potential to meet the needs of aspiring assessors and quality assurance staff.

For example, the **Level 3 Award in Assessing Competence in the Work Environment** consists of two units:

- Understanding the principles and practices of assessment (knowledge and understanding unit);
- Assess occupational competence in the work environment (practical application unit).

This structure offers individuals undertaking the units a number of options. Those new to assessment and hoping to become assessors can take the first unit and gain an understanding of assessment principles and practices even before they are in a position to practice assessment. When they are ready to practice, they can attempt the additional unit(s).

This model also allows those who need to know about assessment, but never intend to practice (for example, managers), to learn about essential principles and practices. They would not achieve the whole qualification but could complete the unit as a standalone award.

Others who are in a position to carry out real assessments can undertake both units at the same time and, using holistic assessment, use evidence from one to meet some of the requirements of the other.

Please note: the decisions of unqualified assessors and IQAs (known as 'trainees' in this document) should be countersigned by someone suitably qualified and experienced and so in a position to judge whether the decisions taken are valid, accurate, reliable and consistent.

## Overview of the qualifications

### Qualifications for assessors

Three Level 3 Awards and a Level 3 Certificate have been developed for assessors. Each has one or more units in common.

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

Understanding the principles and practices of assessment

#### Level 3 Award in Assessing Competence in the Work Environment

Understanding the principles and practices of assessment

Assess occupational competence in the work environment

#### Level 3 Award in Assessing Vocationally Related Achievement

Understanding the principles and practices of assessment

Assess vocational skills, knowledge and understanding

#### Level 3 Certificate in Assessing Vocational Achievement

Understanding the principles and practices of assessment

Assess occupational competence in the work environment

Assess vocational skills, knowledge and understanding

## Qualifications for internal quality assurance staff

Two Level 4 Awards and one Level 4 Certificate have been developed for internal quality assurance staff. Each qualification has one or more units in common.

### Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

Understanding the principles and practices of internally assuring the quality of assessment

### Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Understanding the principles and practices of internally assuring the quality of assessment

Internally assure the quality of assessment

### Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Understanding the principles and practices of internally assuring the quality of assessment

Internally assure the quality of assessment

Plan, allocate and monitor work in own area of responsibility



## Qualifications for external quality assurance staff

Two Level 4 Awards and one Level 4 Certificate have been developed for external quality assurance staff. Each qualification has at least one unit in common.

### Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

Understanding the principles and practices of externally assuring the quality of assessment

### Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice

Understanding the principles and practices of externally assuring the quality of assessment

Externally assure the quality of assessment

### Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Understanding the principles and practices of externally assuring the quality of assessment

Externally assure the quality of assessment

Plan, allocate and monitor the quality of work in own area of responsibility

## Glossary of terms

This table gives definitions for the terms and acronyms used in this document.

<b>Acronym/Term</b>	<b>Definition</b>
Credit	One credit equates to ten notional hours of learning (QCF)
EQA	External quality assurance
GLH	Guided learning hours (as defined by the Skills Funding Agency)
IQA	Internal quality assurance
NOS	National Occupational Standards
NQF	National Qualifications Framework
QCF	Qualifications and Credit Framework
RoC	Rules of Combination

## Section Two: Qualifications for Assessors

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

#### Overview

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

**Purpose of the qualification:** Competence in an occupational role

**Credit value of the qualification:** 3 credits

**Guided learning hours (GLH) for the qualification:** 24 GLH

#### Rules of combination

<b>Level 3 Award in Understanding the Principles and Practices of Assessment</b>			
<b>Total credit value of qualification:</b> 3 credits			
<b>24 GLH</b>			
Minimum credit value to be achieved at, or above, the level of the qualification	3 credits		
Credit value of mandatory units	3 credits		
<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of assessment (D/601/5313)	3	3	24

Full details of the unit that makes up this qualification can be found in Section Six

## Evidence requirements and assessment guidance

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

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

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

Please note that in relation to these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.

## Level 3 Award in Assessing Competence in the Work Environment

### Overview

This qualification is intended for assessors who assess occupational competence in an individual's work environment.

It includes the following assessment methods (although not all of these require performance evidence):

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

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 9 credits

**Guided learning hours (GLH) for the qualification:** 54 GLH

## Rules of combination

<b>Level 3 Award in Assessing Competence in the Work Environment</b>	
<b>Total credit value of qualification: 9 credits</b>	
<b>54 GLH</b>	
Minimum credit value to be achieved at, or above, the level of the qualification	9 credits
Credit value of mandatory units	9 credits

<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of assessment (D/601/5313)	3	3	24
Assess occupational competence in the work environment (H/601/5314)	3	6	30

Full details of the units that make up this qualification can be found in Section Six.

### Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Assess occupational competence in the work environment* might also provide some evidence for the unit *Understanding the principles and practices of assessment*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements details in Section Five

### Unit: Understanding the principles and practices of assessment

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

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

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

learning outcome or assessment criterion.

### **Unit: Assess occupational competence in the work environment**

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment, there must be evidence to cover all of the assessment methods listed in the unit.

As a minimum, there must be performance evidence for the following assessment methods:

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

Simulations are not allowed.

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

- discussing with the learner;
- use of others (witness testimony);
- looking at learner statements; or
- recognising prior learning.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. **Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

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

There must be evidence of the trainee assessor carrying out at least two assessments of two learner's occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.

## Level 3 Award in Assessing Vocationally Related Achievement

### Overview

This qualification is intended for those who assess vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

It includes the following assessment methods (although not all of these require performance evidence):

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

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 9 credits

**Guided learning hours (GLH) for the qualification:** 54 GLH

### Rules of combination

<b>Level 3 Award in Assessing Vocationally Related Achievement</b>	
<b>Total credit value of qualification:</b> 9 credits	
<b>54 GLH</b>	
Minimum credit value to be achieved at, or above, the level of the qualification	9 credits
Credit value of mandatory units	9 credits

<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of assessment (D/601/5313)	3	3	24
Assess vocational skills, knowledge and understanding (F/601/5319)	3	6	30



Full details of the units that make up this qualification can be found in Section Six.

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Assess vocational skills, knowledge and understanding* might also provide evidence for the unit *Understanding the principles and practices of assessment*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.

### Unit: Understanding the principles and practices of assessment

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

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

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

### Unit: Assess vocational skills, knowledge and understanding

The aim of this unit is to assess the trainee assessor's performance in assessing vocational skills knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

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

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. **Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

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

Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

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

## Level 3 Certificate in Assessing Vocational Achievement

### Overview

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in a workshop, classroom or other training environment other than assessing competence in a work environment. There must be evidence to cover all of the assessment methods listed in the units.

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 15 credits

**Guided learning hours (GLH) for the qualification:** 84 GLH

### Rules of combination

Level 3 Certificate in Assessing Vocational Achievement	
<b>Total credit value of qualification:</b> 15 credits	
<b>84 GLH</b>	
Minimum credit value to be achieved at, or above, the level of the qualification	15 credits
Credit value of mandatory units	15 credits

Unit title	Level	Credit value	GLH
Understanding the principles and practices of assessment (D/601/5313)	3	3	24
Assess occupational competence in the work environment (H/601/5314)	3	6	30
Assess vocational skills, knowledge and understanding (F/601/5319)	3	6	30

Full details of the units that make up this qualification can be found in Section Six.

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Assess vocational skills, knowledge and understanding* might also provide some evidence for the unit *Understanding the principles and practices of assessment*. In the same way, if a trainee assessor is working with a learner whose learning programme involves both assessment in the work environment and assessment in a training context, they may be able to use evidence from both assessments for the unit *Assess occupational competence in the work environment* and the unit *Assess vocational skills, knowledge and understanding*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.

### Unit: Understanding the principles and practices of assessment

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

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

Please note that in relation to these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

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

### Unit: Assess occupational competence in the work environment

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment.

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

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

Simulations are not allowed.

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

- discussing with the learner;

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

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. **Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

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

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

### **Unit: Assess vocational skills, knowledge and understanding**

The aim of this unit is to assess the trainee assessor's performance in assessing vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

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

Simulations are not allowed.

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

The trainee assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions. **Remote observation is not acceptable for assessment of assessors; in other words the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out.**

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

Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

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

## Section 3: Qualifications in Internal Quality Assurance

### Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

#### Overview

This qualification is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice.

#### Purpose of the qualification

The purpose of this qualification is to develop knowledge and/or skills in a subject area

**Credit value of the qualification:** 6 credits

**Guided learning hours (GLH) for the qualification:** 45 GLH

#### Rules of combination

<b>Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice</b>			
<b>Total credit value of qualification:</b> 6 credits			
<b>45 GLH</b>			
Minimum credit to be achieved at, or above, the level of the qualification	6		
Credit value of mandatory units	6		
<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	4	6	45

Full details of the unit that makes up this qualification can be found in Section Six.

## **Evidence requirements and assessment guidance**

### **Unit: Understanding the principles and practices of internally assuring the quality of assessment**

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment. All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

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

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.



## Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

### Overview

This qualification is intended for those who maintain and improve the quality of assessment from within an organisation or assessment centre.

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 12 credits

**Guided learning hours (GLH) for the qualification:** 90 GLH

### Rules of combination

<b>Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</b>			
<b>Total credit value of qualification: 12</b>			
<b>90 GLH</b>			
Minimum credit to be achieved at, or above, the level of the qualification:	12		
Credit value of mandatory units	12		
<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	4	6	45
Internally assure the quality of assessment (A/601/5321)	4	6	45

Full details of the units that make up this qualification can be found in Section Six

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Internally assure the quality of assessment* might also provide some evidence for the unit *Understanding the principles and practices of internally assuring the quality of assessment*. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.

### Unit: Understanding the principles and practices of internally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

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

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

### Unit: Internally assure the quality of assessment

The aim of this unit is to assess the trainee IQA's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the IQA trainee's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

**Remote observation is not acceptable for assessment of IQAs; in other words the assessor and the trainee IQA must be in the same location at the same time when observations are being carried out.**

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

Evidence must come from the trainee IQA's performance in the work environment.

There must be evidence of the trainee IQA monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.

## Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

### Overview

This qualification is intended for those who lead a team of internal quality assurance staff.

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 17 credits

**Guided learning hours (GLH) for the qualification:** 115 GLH

### Rules of combination

<b>Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice</b>	
<b>Total credit value of qualification:</b> 17	
<b>115 GLH</b>	
Minimum credit to be achieved at, or above, the level of the qualification	17
Credit value of mandatory units	17

<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	4	6	45
Internally assure the quality of assessment (A/601/5321)	4	6	45
Plan, allocate and monitor work in own area of responsibility (H/600/9674) ( <i>Management and Leadership unit</i> )	4	5	25

Full details of the units that make up this qualification can be found in Section Six.

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Internally assure the quality of assessment* might also provide some evidence for the unit *Understanding the principles and practices of internally assuring the quality of assessment*. In the same way, evidence for the unit *Internally assure the quality of assessment* could also be used for the unit *Plan, allocate and monitor work in own area of responsibility*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.

### Unit: Understanding the principles and practices of internally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.

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

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

### Unit: Internally assure the quality of assessment

The aim of this unit is to assess the IQA trainee's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the IQA trainee's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

**Remote observation is not acceptable for assessment of IQAs; in other words the assessor and the trainee IQA must be in the same location at the same time when observations are being carried out.**

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

Evidence must come from the trainee IQAs performance in the work environment.

There must be evidence of the trainee IQA monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.

### **Unit: Plan, allocate and monitor the quality of work in own area of responsibility**

The aim of this unit is to assess performance when *leading the work of a team of IQA staff* who are responsible for the internal quality assurance within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the trainee IQA's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

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

Evidence must come from performance in the work environment.

## Section 4: Qualifications in External Quality Assurance

### Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

#### Overview

This qualification is intended for those who wish to gain an understanding of the principles and practices of external quality assurance without any requirement to practice.

#### Purpose of the qualification

The purpose of the qualification is to develop knowledge and/or skills in a subject area

**Credit value of the qualification:** 6 credits

**Guided learning hours (GLH) for the qualification:** 45 GLH

#### Rules of combination

<b>Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice</b>	
<b>Total credit value of qualification: 6</b>	
<b>45 GLH</b>	
Minimum credit to be achieved at, or above, the level of the qualification	6
Credit value of mandatory units	6

<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	4	6	45

Full details of the unit that makes up this qualification can be found in Section Six

## **Evidence requirements and assessment guidance**

### **Unit: Understanding the principles and practices of externally assuring the quality of assessment**

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

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

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

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Section Five.



## Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice

### Overview

This qualification is intended for those who maintain the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 12 credits

**Guided learning hours (GLH) for the qualification:** 75 GLH

### Rules of combination

<b>Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice</b>			
<b>Total credit value of qualification: 12</b>			
<b>75 GLH</b>			
Minimum credit to be achieved at, or above, the level of the qualification	12		
Credit value of mandatory units	12		
<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	4	6	45
Externally assure the quality of assessment (J/601/5323)	4	6	30

Full details of the units that make up this qualification can be found in Section Six.

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit *Externally assure the quality of assessment* might also provide some evidence for the unit *Understanding the principles and practices of externally assuring the quality of assessment*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Annex 1.

### Unit: Understanding the principles and practices of externally assuring the quality of assessment

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

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

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

### Unit: Externally assure the quality of assessment

The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

All learning outcomes in this unit must be assessed using methods appropriate to the EQA trainee's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

To generate evidence, trainees must be carrying out external quality assurance of organisations or assessment centres.

**Remote observation is not acceptable for assessment of EQAs; in other words the assessor and the trainee EQA must be in the same location at the same time when observations are being carried out.**

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

Evidence must come from performance in the work environment.

There must be evidence of carrying out at least two external centre visits, including the preparation for, and actions after, the visit itself.

## Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practices

### Overview

This qualification is intended for those who lead a team of people responsible for assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

### Purpose of the qualification

The purpose of this qualification is to confirm competence in an occupational role to the standards required.

**Credit value of the qualification:** 17 credits

**Guided learning hours (GLH) for the qualification:** 100 GLH

### Rules of combination

<b>Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice</b>	
<b>Total credit value of qualification:</b> 17	
<b>100 GLH</b>	
Minimum credit to be achieved at, or above, the level of the qualification	17
Credit value of mandatory units	17

<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	4	6	45
Externally assure the quality of assessment (J/601/5323)	4	6	30
Plan, allocate and monitor the quality of work in own area of responsibility (H/600/9674) ( <i>Management and</i>	4	5	25

Full details of the units that make up this qualification can be found Section Six

## Evidence requirements and assessment guidance

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for both units. For example, a professional discussion for the unit **Externally assure the quality of assessment** might also provide evidence for the unit **Understanding principles and practices of externally assuring the quality of assessment**. In the same way, evidence for the unit **Externally assure the quality of assessment** could also be used for the unit **Plan, allocate and monitor work in own area of responsibility**. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Awarding organisations and centres offering these qualifications must also satisfy the assessment and quality assurance requirements detailed in Annex 1.

### **Unit: Understanding the principles and practices of externally assuring the quality of assessment**

The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.

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

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

### **Unit: Externally assure the quality of assessment**

The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

All learning outcomes in this unit must be assessed using methods appropriate to the EQA trainee's performance. This must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed.

**Remote observation is not acceptable for assessment of EQAs; in other words the assessor and the trainee EQA must be in the same location at the same time when observations are being carried out.**

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

Evidence must come from performance in the work environment.

There must be evidence of carrying out at least two external centre visits, including the preparation for, and actions after, the visit itself.

### **Unit: Plan, allocate and monitor the quality of work in own area of responsibility**

The aim of this unit is to assess performance in leading the work of a team responsible for the external quality assurance of assessment centres.

All learning outcomes in this unit must be assessed using methods appropriate to the EQA trainee's performance. These must include:

- observation of performance;
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

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

Evidence must come from performance in the work environment.

## Section Five: Qualification Providers: the Assessment and quality assurance strategy for these qualifications

### Quality assurance

A centre offering these qualifications must provide internal quality assurance to ensure that assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the awarding organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk-rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

### Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other Teaching, Learning or Assessment qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF); or
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

### Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF); or
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - A1 Assess candidate performance using a range of methods; or
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice (QCF); or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
  - V1 Conduct internal quality assurance of the assessment process; or
  - D34 Internally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

### Requirements for external quality assurance

All those who externally quality assure these qualifications must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following assessor qualifications or their recognised equivalent:
  - the Level 3 Award in Assessing Competence in the Work Environment (QCF); or
  - the Level 3 Certificate in Assessing Vocational Achievement (QCF), or
  - A1 Assess trainee performance using a range of methods; or
  - D32 Assess trainee performance and D33 Assess trainee using differing sources of evidence; and
- hold one of the following external quality assurance qualifications or their recognised equivalent:
  - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice (QCF); or



- the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
  - V2 Conduct external quality assurance of the assessment process; or
  - D35 Externally verify the assessment process; and
- show current evidence of continuing professional development in assessment and quality assurance.

Best practice would suggest that external quality assurance staff should also hold an appropriate internal quality assurance qualification, either:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct internal quality assurance of the assessment process; or
- D34 Internally verify the assessment process.

## Section Six: For Awarding Institutions: Units of Assessment

### Assessment and Quality Assurance units

Understanding the principles and practices of assessment (D/601/5313).....	
Assess occupational competence in the work environment (H/601/5314) .....	
Assess vocational skills, knowledge and understanding (F/601/5319) .....	
Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)	
Internally assure the quality of assessment (A/601/5321) .....	
Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)	
Externally assure the quality of assessment (J/601/5323) .....	
Plan, allocate and monitor work in own area of responsibility (H/600/9674) .....	

## Section Six: Units of Assessment

<b>Unit title</b>	<b>Understanding the principles and practices of assessment (D/601/5313)</b>	
<b>Credit level</b>	<b>3</b>	
<b>Credit value</b>	<b>3</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
	1.2	Define the key concepts and principles of assessment
	1.3	Explain the responsibilities of the assessor
	1.4	Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
	3.2	Evaluate the benefits of using a holistic approach to assessment
	3.3	Explain how to plan a holistic approach to assessment
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5	Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners

<b>Unit title</b>	<b>Understanding the principles and practices of assessment (D/601/5313) (continued)</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
5. Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>
	5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
6. Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
	6.2	Summarise quality assurance and standardisation procedures in own area of practice
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to
	7.2	Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2	Explain the contribution that technology can make to the assessment process
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4	Explain the value of reflective practice and continuing professional development in the

<b>Unit title</b>	<b>Understanding the principles and practices of assessment (D/601/5313) (continued)</b>
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	<p>The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	<p>All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.</p>
Location of the unit within the subject/sector or classification system	<p>13. Education and training</p> <p>13.1 Teaching and lecturing</p>
Guided learning hours	24

<b>Unit title</b>	<b>Assess occupational competence in the work environment (H/601/5314)</b>	
<b>Credit level</b>	<b>3</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
	1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3	Plan the assessment of occupational competence to address learner needs and current achievements
	1.4	Identify opportunities for holistic assessment
2. Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
	2.2	Make assessment decisions of occupational competence against specified criteria
	2.3	Follow standardisation procedures
	2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

<b>Unit title</b>	<b>Assess occupational competence in the work environment (H/601/5314) (continued)</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
3. Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress
	3.2	Make assessment information available to authorised colleagues
	3.3	Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	4.3	Evaluate own work in carrying out assessments of occupational competence
	4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Unit title	Assess occupational competence in the work environment (H/601/5314) (continued)
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	<p>The aim of this unit is to assess a learning and development practitioner's performance at carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning.</li> </ul> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Unit available from	April 2011
Unit review date	May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit (if appropriate)	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> </ul>



<b>Unit title</b>	<b>Assess occupational competence in the work environment (H/601/5314) (continued)</b>
<b>Additional information about the unit</b>	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	<p>There must be evidence to cover all of the assessment methods listed in the unit. The trainee assessor's evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself.</p> <p>In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.</p>
Location of the unit within the subject/sector classification system	<p>13. Education and training 13.1 Teaching and lecturing</p>
Guided learning hours	30

<b>Unit title</b>	<b>Assess vocational skills, knowledge and understanding (F/601/5319)</b>	
<b>Credit level</b>	<b>3</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul>
	1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
	2.2	Provide support to learners within agreed limitations
	2.3	Analyse evidence of learner achievement
	2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
	2.5	Follow standardisation procedures
	2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

<b>Unit title</b>	<b>Assess vocational skills, knowledge and understanding (F/601/5319) (continued)</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
3. Understand how to make assessment decisions	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
	3.2	Make assessment information available to authorised colleagues as required
	3.3	Follow procedures to maintain the confidentiality of assessment information
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
	4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
	4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Unit title	Assess vocational skills, knowledge and understanding (F/601/5319) (continued)
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning.</li> </ul> <p>The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	<p>This unit is underpinned by the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.</p>
Guidance for developing assessment arrangements for the unit (if appropriate)	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>

<b>Unit title</b>	<b>Assess vocational skills, knowledge and understanding (F/601/5319) (continued)</b>
<b>Additional information about the unit</b>	
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Simulations are not allowed.</p> <p>The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).</p> <p>In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.</p>
Location of the unit within the subject/sector classification system	<p>13. Education and training</p> <p>13.1 Teaching and lecturing</p>
Guided learning hours	30

<b>Unit title</b>	<b>Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)</b>	
<b>Credit level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development
	1.2	Explain the key concepts and principles of the internal quality assurance of assessment
	1.3	Explain the roles of practitioners involved in the internal and external quality assurance process
	1.4	Explain the regulations and requirements for internal quality assurance in own area of practice
2. Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities
	2.2	Explain what an internal quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology
	3.2	Explain the appropriate criteria to use for judging the quality of the assessment process
4. Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
	4.2	Explain standardisation requirements in relation to assessment
	4.3	Explain relevant procedures regarding disputes about the quality of assessment

<b>Unit title</b>	<b>Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (continued)</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
5. Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6. Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
	6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
	6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance
	6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

<b>Unit title</b>	<b>Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)</b> (continued)
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. In gathering evidence for these qualifications, an unqualified trainee IQA is not allowed to internally quality assure the work of another unqualified IQA.
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing 13.2 Direct learning support
Guided learning hours	45



<b>Unit title</b>	<b>Internally assure the quality of assessment (A/601/5321)</b>	
<b>Credit level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role
	1.2	Make arrangements for internal monitoring activities to assure quality
2. Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role
	2.3	Evaluate the planning and preparation of assessment processes
	2.4	Determine whether assessment methods are safe, fair, valid and reliable
	2.5	Determine whether assessment decisions are made using the specified criteria
	2.6	Compare assessor decisions to ensure they are consistent
3. Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
	3.2	Apply procedures to standardise assessment practices and outcomes
4. Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality
	4.2	Follow procedures to maintain confidentiality of internal quality assurance information
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
	5.3	Critically reflect on own practice in internally assuring the quality of assessment

	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment
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<b>Unit title</b>	<b>Internally assure the quality of assessment (A/601/5321)</b> (continued)
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the trainee IQA's performance. These must include: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony. Simulations are not allowed.  In gathering evidence for these qualifications, an unqualified trainee IQA is not allowed to internally quality assure the work of another unqualified IQA.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	Evidence must come from the trainee IQA's performance in the work environment. There must be evidence of the trainee IQA monitoring a minimum of two assessors, each with a minimum of two learners of their own, through components of a qualification.
Location of the unit within the subject/sector or classification system	13. Education and training 13.1 Teaching and lecturing 13.2 Direct learning support
Guided learning hours	45

<b>Unit title</b>	<b>Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)</b>	
<b>Credit level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the context and principles of external quality assurance	1.1	Analyse the functions of external quality assurance of assessment in learning and development
	1.2	Evaluate the key concepts and principles of external quality assurance of assessment
	1.3	Evaluate the roles of practitioners involved in the quality assurance process
	1.4	Explain the regulations and requirements for external and internal quality assurance in own area of practice
2. Understand how to plan the external quality assurance of assessment	2.1	Evaluate the importance of planning and preparing external quality assurance activities
	2.2	Explain what an external quality assurance plan should contain
	2.3	Summarise the preparations that need to be made for external quality assurance activities, including: <ul style="list-style-type: none"> <li>• information collection;</li> <li>• communications;</li> <li>• administrative arrangements; and</li> <li>• resources</li> </ul>
	2.4	Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards
3. Understand how to externally evaluate the quality of assessment and internal quality assurance	3.1	Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
	3.2	Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
	3.3	Evaluate different techniques for externally sampling evidence of assessment, including those that use technology

<b>Unit title</b>	<b>Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (continued)</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
4. Understand how to externally maintain and improve the quality of assessment	4.1	Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
	4.2	Evaluate standardisation requirements relevant to the external quality assurance of assessment
	4.3	Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
	4.4	Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment
5. Understand how to manage information relevant to external quality assurance	5.1	Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance
6. Understand the legal and good practice requirements relating to external quality assurance	6.1	Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
	6.2	Critically compare different ways in which technology can contribute to external quality assurance
	6.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
	6.4	Explain the value of reflective practice and continuing professional development in relation to external quality assurance

<b>Unit title</b>	<b>Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (continued)</b>
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	The aim of this unit is to assess knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 12: Externally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	n/a
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.  In gathering evidence for these qualifications, an unqualified external quality assurer is not allowed to assess another unqualified external quality assurer.
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Guided learning hours	45

<b>Unit title</b>	<b>Externally assure the quality of assessment (J/601/5323)</b>	
<b>Credit level</b>	<b>4</b>	
<b>Credit value</b>	<b>6</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to plan the external quality assurance of assessment	1.1	Plan procedures for the external quality assurance of assessment
	1.2	Communicate procedures for external quality assurance to the organisations and individuals concerned
	1.3	Ensure arrangements and resources are in place for external monitoring and evaluation
2. Be able to externally evaluate internal quality assurance and assessment	2.1	Carry out monitoring activities to quality requirements
	2.2	Evaluate the quality of internal quality assurance systems
	2.3	Evaluate the quality of internal administrative arrangements
	2.4	Evaluate the quality of internal staffing and internal staff expertise and competence
	2.5	Determine whether assessment arrangements, methods and decisions meet quality requirements
3. Be able to maintain and improve internal quality assurance processes	3.1	Provide staff with feedback, advice and support which help them maintain and improve the quality of assessment
	3.2	Apply procedures for the standardisation of assessment practices and outcomes
4. Be able to manage information relevant to the external quality assurance of assessment	4.1	Apply procedures for recording, storing, reporting information relating to external quality assurance
	4.2	Apply procedures to maintain confidentiality of information relating to external quality assurance
5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment	5.1	Apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare
	5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment
	5.3	Critically reflect on own practice in externally assuring the quality of assessment

	5.4	Maintain the currency of own expertise and competence as relevant to external quality assurance
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<b>Unit title</b>	<b>Externally assure the quality of assessment (J/601/5323) (continued)</b>
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	The aim of this unit is to assess performance in assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the Learning and Development National Occupational Standards, Standard 12: Externally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	All learning outcomes in this unit must be assessed using methods appropriate to the trainee EQA's performance. These must include: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony. Simulations are not allowed.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	To generate evidence, trainee EQAs must be carrying out external quality assurance of organisations or assessment centres. Evidence must come from performance in the work environment. There must be evidence of carrying out at least two external centre visits, including the preparation for, and actions after, the visit itself.  In gathering evidence for these qualifications, an unqualified external quality assurer is not allowed to assess another unqualified external quality assurer.
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing 13.2 Direct learning support
Guided learning hours	30

<b>Unit title</b>	<b>Plan, allocate and monitor work in own area of responsibility (H/600/9674)</b>	
<b>Credit level</b>	<b>4</b>	
<b>Credit value</b>	<b>5</b>	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken
	1.2	Identify the skills base and the resources available
	1.3	Examine priorities and success criteria needed for the team
	1.4	Produce a work plan for own area of responsibility
2. Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities
	2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work
	3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members
4. Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed
	4.2	Communicate changes to team members

<b>Unit title</b>	<b>Plan, allocate and monitor work in own area of responsibility (H/600/9674) (continued)</b>
<b>Additional information about the unit</b>	
Purpose and aim(s) of the unit	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	<p>All learning outcomes in this unit must be assessed using methods appropriate to the candidate's performance. These must include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning.</li> </ul> <p>Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.</p> <p>In this suite of qualifications evidence for this unit must come from co-ordinating the work of a team of IQAs (if the candidate is a trainee IQA) or EQAs (if the candidate is a trainee EQA) in the work environment.</p>
Location of the unit within the subject/sector classification system	<p>1.4 Public Services</p> <p>14.1 Foundations For Learning and Life</p> <p>15.2 Administration</p> <p>15.3 Business Management</p> <p>15.4 Marketing and Sales</p>
Guided learning hours	25

## Appendix One: Note on Total Qualification Time (TQT)

From December 2017, Awarding Institutions will be required to show the Total Qualification Times for these qualifications. Whilst this is a matter for Awarding Institutions to determine themselves in consultation with providers, the Foundation makes the following recommendations about minimum values as follows:

<b>Qualification</b>	<b>Recommended TQT</b>
Level 3 Award in Understanding the Principles and Practices of Assessment	60
Level 3 Award in Assessing Competence in the Work Environment	90
Level 3 Award in Assessing Vocationally Related Achievement	90
Level 3 Certificate in Assessing Vocational Achievement	150
Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	60
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	120
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	170
Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice	60
Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice	120
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice	170

**November 2016**

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