

EDI Level 3 Assessing Qualifications

EDI Level 4 Internal Quality Assurance Qualifications

EDI Level 4 External Quality Assurance Qualifications



Supporting learning
and performance

Support Pack

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Introduction

The Support Pack

This support pack has been developed to provide additional guidance for training providers, assessors and verifiers who will be helping candidates to achieve these qualifications.

It has two purposes:

- To provide, in one place, all of the additional information that may be needed to prepare for, and then support the successful delivery of these qualifications.
- To provide a resource that can be updated easily and quickly when it becomes necessary, and made available to all users.

This support pack has a version number and date on the front cover. An up to date copy of this support pack is always downloadable from our website www.ediplc.com in pdf format.

If this pack is updated we will let you know in EDI Qualifications Update – our monthly newsletter to approved centres. This is available to download from our website www.ediplc.com. If you would like to receive an electronic copy of the EDI Qualifications Update each month, please contact our Enquiries team on enquiries@ediplc.com.

Please note that throughout this support pack, the term ‘learner’ is used to refer to the person seeking to gain the qualification.

About EDI

EDI is one of the largest awarders of accredited vocational qualifications in the UK and has been involved in providing qualifications for employment for over 100 years. We work with over 1400 centres and we award over 140,000 vocational qualification certificates every year. Our vocational qualifications are developed in collaboration with industry and are used by students and employers as a benchmark for practical skills and quality. They include QCF Qualifications, National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs), Vocationally Related Qualifications (VRQs), Technical Certificates, Apprenticeships and Skills for Life qualifications.

EDI qualifications are accredited on the Qualifications and Credit Framework and are eligible for government funding. EDI offers unrivalled centre support, through online administration, resources and customer care.

In addition, EDI provides a wide range of services for training providers, colleges, employers and schools including customised assessments, bespoke training programmes, innovative interactive online assessments mapped to the national curriculum, an electronic portfolio system, access to high volume printing and broadband facilities. For more details, please visit the EDI website: www.ediplc.com.

What is the QCF?

The Qualifications and Credit Framework (QCF) is a unitised qualification framework underpinned by a system of credit accumulation and transfer. Every unit on the framework will have a level and a credit value which is based on the notional learning hours for that specific unit (for further information see the section: *What is credit?*). The QCF is designed to allow learners to achieve credit for individual units or qualifications, providing learners with the opportunity to accumulate credit at their own pace and use it to claim for a qualification when they are ready.

Qualifications within the QCF

There are three sizes of qualifications in the QCF:

- **Awards** (1-12 credits)
- **Certificates** (13-36 credits)
- **Diplomas** (37 credits or more)

It is possible to have all three of these qualifications at each level, for example, Level 1 Award, Certificate or Diploma in Business Skills. This is because the classification of the qualification as an Award, Certificate or Diploma refers to the size of the qualification, not the level of difficulty.

Each qualification title will contain the **level** of qualification (e.g. Entry 2), the **size** (award/certificate/diploma) and details indicating the **content** of qualification. For example:

EDI level 2 Award in Business Skills
EDI level 1 Certificate in IT Users (ITQ)

What is credit?

Every unit and qualification on the QCF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours are **not** the same as guided learning hours (GLH). GLH represent the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represent the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

Rules of Combination

Every qualification on the QCF is structured through rules of combination. Rules of combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a learner to achieve the qualification. Rules of combination also state what the potential is for learners to transfer credits between qualifications and awarding bodies.

The rules of combination for the EDI Assessing and Quality Assuring Qualifications are included later in this pack.

QCF IT System

QCA has worked in partnership with the agency, Managing Information Across Partners (MIAP) to set up a learner registration system. This service enables learning providers to request Unique Learner Numbers (ULN) for learners wishing to complete a unit or qualification on the QCF. The ULN has been designed to support the QCF and facilitate the process of credit accumulation and transfer.

If you would like further information regarding the QCF IT system, please contact MIAP, either through their website: www.miap.gov.uk/lrs/ or email: lrssupport@miap.gov.uk.

Customer Service Statement

EDI is committed to the highest possible level of customer service. The following customer service statement aims to provide a summary of the service levels that we offer to our centres and candidates.

All requests for information will be responded to within 3 working days of receipt. Verbal enquiries are usually dealt with by EDI's Enquiries or Centre Support Teams immediately. Complaints are responded to within 3 working days.

Our Enquiries or Centre Support teams can be contacted between the hours of 0830 and 1700 Monday to Friday by using the contact details below or outside those hours by leaving a message on our voicemail service. **All messages will be returned the next working day.**

Enquiries Team (General Enquiries)

Telephone Helpline: 08707 202 909
Fax: 02476 516559
Email: enquiries@ediplc.com

Our Enquiries Team will be happy to assist you with any general enquiries that you may have. For example:

- Information relating to new or existing products and services, including launch dates, award content and links with existing products
- Enquiries regarding qualification structures and content
- Pricing enquiries including price lists requests
- Support on the use of EDI's websites e.g. www.ediplc.com
- International customer service queries
- General information requests including, address, fax number etc
- Initial enquires from new centres interested in working with EDI
- Maintaining accurate contact details for centres

Centre Support Team (Campus and Administration Enquiries)

Telephone Helpline: 08700 818 008
Fax: 02476 516566
Email: centresupport@ediplc.com

Our Centre Support Team will be happy to assist with any administration related enquiries you may have. For example:

- Enquiries relating to EDI Centre Approval
- Centre induction and training
- Campus user guidance
- Queries relating to external verifiers
- Campus technical support, including IT support for online and off-line examinations
- The progress of an order or a query relating to a candidate registration
- The progress of results, issues with claims including manual claims and certification queries
- Invoice queries

EDI logs and monitors response times to all queries to Customer Services in order to achieve ongoing customer service standard improvements.

EDI can also be contacted by post:

EDI
International House
Siskin Parkway East
Middlemarch Business Park
Coventry
CV3 4PE
UK

QCF Service Level Agreements

Centre Approval

- Applications for approval to offer QCF with EDI for the first time will be processed within 40 days of receipt.
- Request to offer additional QCF from existing EDI Centres will be processed within 2 weeks of receipt.

Registration Materials

- Orders will be despatched within 5 working days of processing.

Candidate Enrolments

- Candidates will be enrolled and a candidate number allocated within 5 working days of receipt. Enrolments using Campus will be processed immediately.

Certificates

- All certificate claims will be processed and despatched within 5 working days; we aim to process all certificates within 2 working days. For Centres with direct claims status using Campus, certificates will be despatched within one working day.

Queries

- All requests for information will be responded to within 3 working days of receipt. Verbal enquiries are usually dealt with by the Centre Support and Enquiries team immediately.

Centre approval and quality assurance

EDI offers detailed information and guidance on the following areas of the EDI QCF Centre approval process:

- the terms and conditions of approved centre status (Form CAUK)
- how applications for approval are processed (Form CAUK)

EDI also encourages all Centres to develop customer service standards in order to build a high level of customer service into the qualification process.

Fees

Fees for candidate registration, certification (including unit certification), centre approval and additional verification visits are available in the EDI Price List.

Complaints and Appeals Procedures

Details relating to all aspects of complaints and appeals for centres, including circumstances under which a centre or learner is entitled to appeal can be found within this support pack or by contacting our Enquiries Team on 08707 202 909.

Every EDI candidate pack includes details of the complaints and appeals procedure.

All complaints will be responded to within 3 working days.

Equal Opportunities Policy

EDI operates an equal opportunities policy, further details of which can be found on our website www.ediplc.com.

Further general information about Qualifications offered by EDI can be obtained by contacting our Enquiries team on 08707 202 909 or by emailing enquiries@ediplc.com

Administrative Procedures

This section of the support pack details the range of administrative procedures that will need to be in place in order for you to deliver these qualifications.

It includes:

- Centre approval
- The candidate pack
- Learner registration
- Campus
- Ongoing quality assurance.

Centre Approval

In order to offer these qualifications, you must be approved by EDI. Centre approval is based upon the training provider's ability to show that the necessary resources and management systems are in place to maintain standards of delivery and quality.

Centre approval is based upon completion of Form CAUK, which is a formal statement from the provider confirming what will be provided. This form can be found on our website or requested from our enquiries team.

Approval Visit

When you send Form CAUK to us, this is normally followed by an approval visit carried out by an External Verifier. The purpose of this visit is to verify the statements made on Form CAUK and to provide guidance and support to all those who will be responsible for delivering these qualifications.

The Candidate Pack

After a centre has been approved, the first stage in the procedure for registering learners with EDI is to purchase a credit for the qualification or unit. This can be done by using Campus, EDI's online administration system.

Please contact our Centre Support team on 08700 818 008 for further information on EDI's Campus system.

The candidate pack is individual to each learner and includes everything that is needed for the individual to complete all of the requirements for the unit or qualification.

The candidate pack includes:

- Guidance for the learner
- The standards
- Evidence matrices, to be completed by the learner and the assessor as part of the learner's portfolio
- Learner and assessor statements forms, for each claim, to be signed off by the External Verifier before they are sent to EDI.

Learner Registration

The next stage is to register the learners by name using Campus, EDI's online administration system.

Campus

EDI's online examination and QCF administration and management system, Campus, is available to EDI approved centres. Campus is an integrated solution providing everything from candidate registration through to exam paper production (or online assessment) and result and certification release.

Campus can be accessed by using the following link: <http://Campus.ediplc.com> or through the login section on www.ediplc.com.

Campus guidance documents can be found on the website or they can be obtained by contacting EDI's Centre Support team on 08700 818 008.

Ongoing Quality Assurance

EDI maintains the quality of delivery and assessment of these qualifications through a system of ongoing monitoring visits undertaken by a suitably qualified consultant.

To ensure consistency, all Consultants are trained by EDI to undertake these visits, which are focused on completion of Form CAUK. These visits will also be used by the Consultant to provide updated information to you about the delivery of these qualifications, for example, interpretation of standards or the assessment strategy.

Assessment

Assessment for these qualifications takes the form of:

- On-going review of candidate performance by the assessor and internal verifier
- Multiple-choice test for knowledge-based units

This section of the Support Pack covers:

- The assessment strategy for the qualifications
- the evidence matrix
- claims to competence
- the appeals procedure for candidates

How are the qualifications assessed?

Assessment is the process used to judge a candidate's competence against set standards.

The assessor is usually the person who is responsible for providing training to the candidate and who has the greatest number of opportunities to observe the candidate's performance. The assessor may be a work place supervisor.

Assessors must be trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on a candidate's performance and decide how it compares to the national standard. The assessor will also ask the candidate questions based on the knowledge required to do the work to ascertain the candidates understanding of the job role.

With the exception of the knowledge-based units which are assessed by multiple-choice tests, when the required units have been completed and the assessor is satisfied that the candidate has met the national standard, a recommendation for a certificate will be made.

An Internal Verifier is responsible for the quality assurance of the qualifications within the training organisation, for example the assessor's line manager. The Internal Verifier provides advice and support to the assessors and ensures that the assessors apply the standards consistently and fairly. The Internal Verifier will see the candidate's portfolio of evidence during the assessment process.

An External Verifier, who is appointed by EDI, will verify the assessment and internal verification decisions involved in the development of the candidate's portfolio. The External Verifier will quality assure the qualification process which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers. They also make visits to ensure training providers continue to meet the approval criteria.

The assessment strategy for these qualifications

General guidance on the approaches to be taken to assessment and the quality of assessment has been developed in the form of the overarching statement of occupational competence and assessment requirements. You should consider all aspects of the assessment strategy when preparing to offer these qualifications.

Claiming Competence

Each of the units achieved will appear on the learner's certificate. If the learner does not complete the requirements for a full qualification, they will be awarded a unit certificate for the units in which the learner has demonstrated competence.

With the exception of the knowledge-based units which are assessed by multiple-choice tests, in order to claim the unit(s) or the qualification, the learner will need to complete a claim to competence, which is split into two sections: the evidence matrix and learner statement and summative assessor statement. These are located at the rear of the Candidate Pack.

Evidence Matrix

The Evidence Matrix is designed to help with evidence collection. It is a mapping activity to ensure that learners have covered the 'Assessment Criteria' contained in learning outcome, and is intended to help to keep the volume of evidence to a minimum. One Matrix should be completed for each unit.

It is expected that a selection of various types of evidence will be used as appropriate; columns in the Matrix enable learners or assessors to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the Assessment method key. By inserting portfolio reference numbers in the boxes provided, learners will enable the Assessor, Internal Verifier and External Verifier to quickly locate the evidence which they are submitting to demonstrate their competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (e.g. implementation plans, correspondence, work records)
- Work-based projects
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Accreditation of Prior Learning/Achievement (APL/A)
- Special projects, assignments or simulations
- Records of questioning
- Other

An example of the Evidence Matrix follows.

Learner statement and assessor summative statement

Each time a learner completes a unit and has signed off the evidence matrix the assessor will be required to complete the details on the claim to competence form, i.e. the unit number and the date of the summative assessment. Both learner and assessor are required to enter their initials. If the internal verifier has sampled that unit, he or she will also be required to enter the date and his or her initials.

Once the learner has completed some or all of the units and decides that it is time to claim these, the learner will need to write a statement showing how he or she achieved the unit/s. This should show

- How the learner completed the units/award and what she or he has learnt from the experience
- How long the learner has been in his or her current role and working towards this qualification
- The assessment methods used to show competence
- How this has affected the way the learner approaches his or her job.

The assessor is also required to write a statement. This should provide support for the learner's statement and any supplementary information about how the learner achieved the unit/s drawing on the learner's particular circumstances.

An example of a completed claim to competence form with learner and assessor summative statements follows. This is for guidance only to give an indication of the kind of things that should be mentioned.

A claim should only be submitted when there is sufficient evidence to fulfil all of the above.

It is understood, however, that learners may not always have evidence to cover the full range of situations that are indicated. Nonetheless, the Claim to Competence cannot be agreed and signed by the assessor until the assessor is sure that the learner could operate across a range of different situations. As such, where visible evidence is not present, the assessor will need to interview the learner to cover these aspects. Overall it is recommended that the portfolio is as complete as possible in order to fully demonstrate and support the Claim to Competence and in order to clarify this claim to the assessor as effectively as possible.

A completed CTC form (completed by both learner and assessor) and blank CTC form:

Learner Statement and Assessor Summative Statement

Candidate name: <input style="width: 90%;" type="text"/>						Registration number: <input style="width: 90%;" type="text"/>					
Qualification title: <input style="width: 90%;" type="text"/>						Number of units completed for this claim (write in words) <input style="width: 90%;" type="text"/>					
						Full Award: Yes/No <input style="width: 90%;" type="text"/>					

UNIT No	Summative Assessment Date	Learner Initials	Assessor Initials	Internal Verifier Date	IV Initials		UNIT No	Summative Assessment Date	Learner Initials	Assessor Initials	Internal Verifier Date	IV Initials

LEARNER STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

Completing these 3 units has been very enjoyable and I have realised whilst doing them that I have learnt a great deal about the way I work and also about my employment rights and responsibilities. I have gathered evidence from my job role within The Office, my workplace and have used specific work situations that clearly show how I am able to interact and work within my team and also how I take responsibility for ensuring that I work within the requirements of my organisation. I am always keen to keep up to date with new changes within work and also I like to learn new tasks and take on new challenges.

Within my evidence I have shown that I am sensitive and able to work with a diverse work force and also that I take note of colleagues' needs and beliefs. I am fully aware of my employment rights and responsibilities and have even guided colleagues to websites I used for research for their own learning.

I am an H&S rep in the office and so completing this unit was not a problem for me. I used copies of risk assessments that I had carried out and also my assessor carried out a discussion with me around this unit. Across all of the units, my assessor has observed me and has questioned me to back up the observations.

I realise now just how much I do at work and how completing these 3 units have made me strive to achieve even higher standards within my work.

I confirm the evidence I have submitted to claim competence is authentic

Learner Signature:

Date:

ASSESSOR SUMMATIVE STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

A.N. Candidate has used a wide selection of work situations to show exactly how he works within his business environment, carried out his responsibilities at work and also how he ensures his own actions reduces risks to health and safety.

A.N. has carried out research prior to being assessed in terms of employment rights and responsibilities, which was an area where he highlighted more knowledge was needed. This has helped him in his work as he is now more aware of what he is legally able to do and he is now acting as a mentor to other colleagues in this area.

A.N. is the office H&S rep, so collecting evidence for this unit was not a problem and the evidence clearly demonstrates A.N.'s competence at ensuring all of his colleagues and his safety.

Throughout the period of assessment within the units completed, A.N. has shown his knowledge and competence and this is shown within assessor observation, discussions and witness testimony that accompanies his work product evidence and personal statements.

I am satisfied that evidence used clearly demonstrates the requirements for these 3 units fully, well done A.N.

I confirm the evidence I have assessed is authentic

Assessor Signature
Internal Verifier Signature

Date:
Date:

Learner Statement and Assessor Summative Statement

Candidate name:

Registration number:

Qualification title:

Number of units completed for this claim
(write in words)

Full Award:
Yes/No

UNIT No	Summative Assessment Date	Learner Initials	Assessor Initials	Internal Verifier Date	IV Initials

UNIT No	Summative Assessment Date	Learner Initials	Assessor Initials	Internal Verifier Date	IV Initials

LEARNER STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

I confirm the evidence I have submitted to claim competence is authentic

Learner Signature:

Date:

ASSESSOR SUMMATIVE STATEMENT FOR THE UNITS/AWARD TO BE CLAIMED

I confirm the evidence I have assessed is authentic

Assessor Signature

Date:

Internal Verifier Signature

Date:

Appeals Procedures for Centres

A Centre has the right to lodge an appeal directly with EDI. The main reasons for an appeal are likely to be:

- Approval has been withdrawn, following an unsatisfactory verification visit
- Centres are dissatisfied with a Quality Advisor's judgement (excluding decisions on individual learners when the learner procedure should be used).

Appeal against Quality Advisor's decisions

If centres are not satisfied with the judgements made by the Quality Advisor, they should first contact EDI Customer Support and EDI will then seek to resolve the problem by discussion between the centre and the Quality Advisor. Occasionally, the views of a second Quality Advisor will be sought.

The appeal must be submitted in writing by the Head of Centre, including the grounds for appeal and any supporting documents. The appeal must be sent to the Quality Assurance Manager, email qualityassurance@ediplc.com.

EDI will acknowledge receipt of the appeal within three working days. Upon receipt of the appeal, the Quality Assurance Manager will initiate an internal review. A fee will be charged (please see current fee sheet). This fee will be refunded if the appeal is upheld.

Internal review

A review of the appeal will be undertaken by a member of the Quality Assurance team and a Quality Advisor. The purpose of the review will be to consider whether the Quality Advisor's original judgement was sound and may include the following:

- A discussion with centre staff and/or learners and EDI personnel
- A request for further information from the centre, learners or EDI personnel
- A centre visit authorised by EDI personnel
- Any other action that EDI deems appropriate to resolve the case

The outcome of the review will then be communicated to the centre within 10 working days, stating justification for the decision.

External review

If centres are dissatisfied with the outcome of the internal review, they may apply to the Appeals Panel. The Appeals Panel will comprise of three independent members, and personnel from within EDI. One of the independent members shall be appointed chair of the panel. The EDI Appeals Panel will consider whether the procedures that have been followed are fit for purpose. This consideration will lead to one of two decisions:

- EITHER** the Appeals Panel rejects the appeal and supports the decision of the Quality Advisor
- OR** the Appeals Panel upholds the appeal and appoints an independent evaluator, who subsequently reports their findings to the panel

The outcome of the appeal, including the results of any further action, will be communicated to the centre within 10 working days of the conclusion of any further work authorised.

Please note: The decision of the Appeals Panel will be final.

Appeal to Regulatory Body

Following appeal to the awarding body, if centres are unsatisfied with the result, they:

- may appeal to SQA Accreditation, the regulatory body for accredited qualifications in Scotland
- may escalate to Welsh Assembly Government DCELLS, the regulatory body for accredited qualifications in Wales
- may escalate to Ofqual, the regulatory body for qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland

Assessing and Assuring the Quality of Assessment Qualifications

EDI Level 3 Assessing Qualifications

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

EDI Level 4 Internal Quality Assurance Qualifications

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

EDI Level 4 External Quality Assurance Qualifications

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

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

Qualification Structure - EDI Level 3 Assessing Qualifications

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.

Rules of Combination

Qualification title: Level 3 Award in Understanding the Principles and Practices of Assessment

Credit value: 3

Minimum credit to be achieved at, or above, the level of the qualification: 3

Mandatory units

Unit title: Understanding the principles and practices of assessment

Credits: 3

Level: 3

Evidence requirements and assessment guidance

Unit 1: Understanding the principles and practices of assessment

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

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

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

Rules of Combination

Qualification title: Level 3 Award in Assessing Competence in the Work Environment

Credit value: 9

Minimum credit to be achieved at, or above, the level of the qualification: 9

Mandatory units

Unit title: Understanding the principles and practices of assessment

Credits: 3

Level: 3

Unit title: Assess occupational competence in the work environment

Credits: 6

Level: 3

Evidence requirements and assessment guidance

Unit 1: Understanding the principles and practices of assessment

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

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 2: Assess occupational competence in the work environment

The aim of this unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover

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

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

Simulations are **not** allowed.

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

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

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

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

There must be evidence of the candidate 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 candidate assessor who in turn is assessing someone else.

Level 3 Award in Assessing Vocationally Related Achievement

Overview

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

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

Rules of Combination

Qualification title: Level 3 Award in Assessing Vocationally Related Achievement

Credit value: 9

Minimum credit to be achieved at, or above, the level of the qualification: 9

Mandatory units

Unit title: Understanding the principles and practices of assessment

Credits: 3

Level: 3

Unit title: Assess vocational skills, knowledge and understanding

Credits: 6

Level: 3

Evidence requirements and assessment guidance

Unit 1: Understanding the principles and practices of assessment

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

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 3: Assess vocational skills, knowledge and understanding

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

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

Simulations are not allowed.

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

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

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

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' 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 environments other than the workplace (for example a workshop, classroom or other training environment).

Rules of Combination

Qualification title: Level 3 Certificate in Assessing Vocational Achievement

Credit value: 15

Minimum credit to be achieved at, or above, the level of the qualification: 15

Mandatory units

Unit title: Understanding the principles and practices of assessment

Credits: 3

Level: 3

Unit title: Assess occupational competence in the work environment

Credits: 6

Level: 3

Unit title: Assess vocational skills, knowledge and understanding

Credits: 6

Level: 3

Evidence requirements and assessment guidance

Unit 1: Understanding the principles and practices of assessment

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

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 2: Assess occupational competence in the work environment

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

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

Simulations are not allowed.

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

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

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

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

There must be evidence of the candidate 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 candidate assessor who in turn is assessing someone else.

Unit 3: Assess vocational skills, knowledge and understanding

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

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

Simulations are not allowed.

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

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

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

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

Qualification Structure - EDI Level 4 Internal Quality Assurance Qualifications

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.

Rules of Combination

Qualification title: Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

Credit value: 6

Minimum credit to be achieved at, or above, the level of the qualification: 6

Mandatory units

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

Credits: 6

Level: 4

Evidence requirements and assessment guidance

Unit 4: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

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

Overview

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

Rules of Combination

Qualification title: Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Credit value: 12

Minimum credit to be achieved at, or above, the level of the qualification: 12

Mandatory units

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

Credits: 6

Level: 4

Unit title: Internally assure the quality of assessment

Credits: 6

Level: 4

Evidence requirements and assessment guidance

Unit 4: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 5: Internally assure the quality of assessment

The aim of this unit is to assess the IQA candidate'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 candidate IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 IQA candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates 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.

Rules of Combination

Qualification title: Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Credit value: 17

Minimum credit to be achieved at, or above, the level of the qualification: 17

Mandatory units

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

Credits: 6

Level: 4

Unit title: Internally assure the quality of assessment

Credits: 6

Level: 4

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

Credits: 5

Level: 4

Evidence requirements and assessment guidance

Unit 4: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 5: Internally assure the quality of assessment

The aim of this unit is to assess the IQA candidate'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 candidate IQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 IQA candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

Unit 8: 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 internal quality assurance within an organisation or assessment centre.

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

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by 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.

Qualification Structure - EDI Level 4 External Quality Assurance Qualifications

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.

Rules of Combination

Qualification title: Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

Credit value: 6

Minimum credit to be achieved at, or above, the level of the qualification: 6

Mandatory units

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

Credits: 6

Level: 4

Evidence requirements and assessment guidance

Unit 6: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

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.

Rules of Combination

Qualification title: Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice

Credit value: 12

Minimum credit to be achieved at, or above, the level of the qualification: 12

Mandatory units

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

Credits: 6

Level: 4

Unit title: Externally assure the quality of assessment

Credits: 6

Level: 4

Evidence requirements and assessment guidance

Unit 6: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 7: 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 candidate EQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 actual visit itself.

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

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.

Rules of Combination

Qualification title: Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Credit value: 17

Minimum credit to be achieved at, or above, the level of the qualification: 17

Mandatory units

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

Credits: 6

Level: 4

Unit title: Externally assure the quality of assessment

Credits: 6

Level: 4

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

Credits: 5

Level: 4

Evidence requirements and assessment guidance

Unit 6: 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.

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 7: 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 candidate EQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 actual visit itself.

Unit 8: 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 candidate EQA's performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by 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.

Assessment Strategy

Quality Assurance

Centres offering these qualifications must provide internal quality assurance to ensure 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.

Lifelong Learning UK will also expect the different awarding organisations offering these qualifications to meet on a regular basis through an Awarding Organisation Forum to compare practice and identify issues of concern.

Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other 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:
 - the Level 3 Award in Assessing Competence in the Work Environment *or*
 - the Level 3 Certificate in Assessing Vocational Achievement, *or*
 - A1 Assess candidate performance using a range of methods, *or*
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for Internal Quality Assurance

All those who quality assure 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:
 - the Level 3 Award in Assessing Competence in the Work Environment, *or*
 - the Level 3 Certificate in Assessing Vocational Achievement, *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:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - V1 Conduct internal quality assurance of the assessment process, *or*
 - D34 Internally verify the assessment process.
- 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 *or*
 - the Level 3 Certificate in Assessing Vocational Achievement, *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 external quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, *or*
 - the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, *or*
 - V2 Conduct external quality assurance of the assessment process, *or*
 - D35 Externally verify the assessment process.
- 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, *or*
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
- V1 Conduct internal quality assurance of the assessment process, *or*
- D34 Internally verify the assessment process

Units of Assessment

Unit 1: Understanding the principles and practices of assessment

Credit value: 3

Level: 3

Guided learning Hours: 24

Unit 2: Assess occupational competence in the work environment

Credit value: 6

Level: 3

Guided learning Hours: 30

Unit 3: Assess vocational skills, knowledge and understanding

Credit value: 6

Level: 3

Guided learning Hours: 30

Unit 4: Understanding the principles and practices of internally assuring the quality of assessment

Credit value: 6

Level: 4

Guided learning Hours: 45

Unit 5: Internally assure the quality of assessment

Credit value: 6

Level: 4

Guided learning Hours: 45

Unit 6: Understanding the principles and practices of externally assuring the quality of assessment

Credit value: 6

Level: 4

Guided learning Hours: 45

Unit 7: Externally assure the quality of assessment

Credit value: 6

Level: 4

Guided learning Hours: 30

Unit 8: Plan, allocate and monitor work in own area of responsibility

Credit value: 5

Level: 4

Guided learning Hours: 25

Unit 1 Understanding the Principles and Practices of Assessment

Aim

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

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

Level 3

Credit 3

GLH 24

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the principles and requirements of assessment	1.1 explain the functions 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 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

<p>3. Understand how to plan assessment</p>	<p>3.1 summarise key factors to consider when planning assessment</p> <p>3.2 evaluate the benefits of using a holistic approach to assessment</p> <p>3.3 explain how to plan a holistic approach to assessment</p> <p>3.4 summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 explain how to minimise risks through the planning process</p>
<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 explain the importance of involving the learner and others in the assessment process</p> <p>4.2 summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> ▪ sufficient ▪ authentic ▪ current <p>5.2 explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> ▪ made against specified criteria ▪ valid ▪ reliable ▪ fair

<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 evaluate the importance of quality assurance in the assessment process</p> <p>6.2 summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p>7. Understand how to manage information relating to assessment</p>	<p>7.1 explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 explain how feedback and questioning contribute to the assessment process</p>
<p>8. Understand the legal and good practice requirements in relation to assessment</p>	<p>8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 explain the contribution that technology can make to the assessment process</p> <p>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>

Assessment

The learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 2 **Assess Occupational Competence in the Work Environment**

Aim

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

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

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

Level 3

Credit 6

GLH 30

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Be able to plan the assessment of occupational competence</p>	<p>1.1 plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> ▪ observation of performance in the work environment ▪ examining products of work ▪ questioning the learner ▪ discussing with the learner ▪ use of others (witness testimony) ▪ looking at learner statements ▪ recognising prior learning <p>1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner plan the assessment of occupational</p> <p>1.3 competence to address learner needs and current achievements</p> <p>1.4 identify opportunities for holistic assessment</p>

<p>2. Be able to make assessment decisions about occupational competence</p>	<p>2.1 use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> ▪ observation of performance ▪ examining products of work ▪ questioning the learner ▪ discussing with the learner ▪ use of others (witness testimony) ▪ looking at learner statements ▪ recognising prior learning <p>2.2 make assessment decisions of occupational competence against specified criteria</p> <p>2.3 follow standardisation procedures</p> <p>2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 make assessment information available to authorised colleagues</p> <p>3.3 follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

Assessment Requirements

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

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

Simulations are not allowed.

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

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

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

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

There must be evidence of the candidate 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 candidate assessor who in turn is assessing someone else.

Unit 3 Assess Vocational Skills, Knowledge and Understanding

Aim

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

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

The unit does not require the design of assessments.

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

Level 3

Credit 6

GLH 30

Learning outcomes	Assessment criteria
The learner will:	The learner can:
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"> ▪ assessments of the learner in simulated environments ▪ skills tests ▪ oral and written questions ▪ assignments ▪ projects ▪ case studies ▪ recognising prior learning 1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

<p>2. Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>2.1 manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 provide support to learners within agreed limitations</p> <p>2.3 analyse evidence of learner achievement</p> <p>2.4 make assessment decisions relating to vocational skills, knowledge and</p> <p>2.5 understanding against specified criteria follow standardisation procedures</p> <p>2.6 provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 make assessment information available to authorised colleagues as required</p> <p>3.3 follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>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</p> <p>4.2 apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>

Assessment Requirements

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

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

Simulations are not allowed.

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

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

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

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

Unit 4 Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Aim

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.

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

Level 4

Credit 6

GLH 45

Learning outcomes	Assessment criteria
The learner will:	The learner can:
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"> ▪ information collection ▪ communications ▪ administrative arrangements ▪ resources

<p>3. Understand techniques and criteria for monitoring the quality of assessment internally</p>	<p>3.1 evaluate different techniques for sampling evidence of assessment, including use of technology</p> <p>3.2 explain the appropriate criteria to use for judging the quality of the assessment process</p>
<p>4. Understand how to internally maintain and improve the quality of assessment</p>	<p>4.1 summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment</p> <p>4.2 explain standardisation requirements in relation to assessment</p> <p>4.3 explain relevant procedures regarding disputes about the quality of assessment</p>
<p>5. Understand how to manage information relevant to the internal quality assurance of assessment</p>	<p>5.1 evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment</p>
<p>6. Understand the legal and good practice requirements for the internal quality assurance of assessment</p>	<p>6.1 evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</p> <p>6.2 evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> <p>6.3 explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> <p>6.4 evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p>

Assessment

The learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 5 Internally Assure the Quality of Assessment

Aim

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.

Level 4

Credit 6

GLH 45

Learning outcomes The learner will:	Assessment criteria The learner can:
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

<p>4. Be able to manage information relevant to the internal quality assurance of assessment</p>	<p>4.1 apply procedures for recording, storing and reporting information relating to internal quality assurance</p> <p>4.2 follow procedures to maintain confidentiality of internal quality assurance information</p>
<p>5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p>	<p>5.1 apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare</p> <p>5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 critically reflect on own practice in internally assuring the quality of assessment</p> <p>5.4 maintain the currency of own expertise and competence in internally assuring the quality of assessment</p>

Assessment Requirements

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

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 IQA candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

Unit 6 Understanding the Principles and Practices of Externally Assuring the Quality of Assessment

Aim

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the external quality assurance of assessment.

Level 4

Credit 6

GLH 45

Learning outcomes The learner will:	Assessment criteria The learner can:
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"> ▪ information collection ▪ communications ▪ administrative arrangements ▪ resources 2.4 explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards

<p>3. Understand how to externally evaluate the quality of assessment and internal quality assurance</p>	<p>3.1 explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices</p> <p>3.2 interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices</p> <p>3.3 evaluate different techniques for externally sampling evidence of assessment, including those that use technology</p>
<p>4. Understand how to externally maintain and improve the quality of assessment</p>	<p>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</p> <p>4.2 evaluate standardisation requirements relevant to the external quality assurance of assessment</p> <p>4.3 explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements</p> <p>4.4 explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment</p>
<p>5. Understand how to manage information relevant to external quality assurance</p>	<p>5.1 evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance</p>
<p>6. Understand the legal and good practice requirements relating to external quality assurance</p>	<p>6.1 evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare</p> <p>6.2 critically compare different ways in which technology can contribute to external quality assurance</p> <p>6.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment</p> <p>6.4 explain the value of reflective practice and continuing professional development in relation to external quality assurance</p>

Assessment

Learning outcomes for this unit will be assessed through an on-demand multiple choice test which can be taken either online or on paper.

Unit 7 Externally Assure the Quality of Assessment

Aim

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment – usually an external verifier.

Level 4

Credit 6

GLH 30

Learning outcomes The learner will:	Assessment criteria The learner can:
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

<p>4. Be able to manage information relevant to the external quality assurance of assessment</p>	<p>4.1 apply procedures for recording, storing, reporting information relating to external quality assurance</p> <p>4.2 apply procedures to maintain confidentiality of information relating to external quality assurance</p>
<p>5. Be able to maintain legal and good practice requirements when externally monitoring and maintaining the quality of assessment</p>	<p>5.1 apply policies, procedures and legislation relevant to the external quality assurance of assessment, including those for health, safety and welfare</p> <p>5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, to the external quality assurance of assessment</p> <p>5.3 critically reflect on own practice in externally assuring the quality of assessment</p> <p>5.4 maintain the currency of own expertise and competence as relevant to external quality assurance</p>

Assessment Requirements

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

- observation of performance
- examining products of work
- questioning

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

Simulations are not allowed.

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 actual visit itself.

Unit 8 Plan, Allocate and Monitor Work in own Area of Responsibility

Aim

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Level 4

Credit 5

GLH 25

Learning outcomes The learner will:	Assessment criteria The learner can:
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.

Assessment Requirements

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

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by 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.

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Supporting learning
and performance

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