

# Qualification Specification

NCFE CACHE Level 3 and Level 4  
Awards and Certificates in Assessing and Assuring  
the Quality of Assessment

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NCFE CACHE Level 3 Certificate in Assessing Vocational Achievement	501/0380/5
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NCFE CACHE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	501/0180/8

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# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

### Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications in both Word and pdf formats

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserves the right not to accept future entries from you.



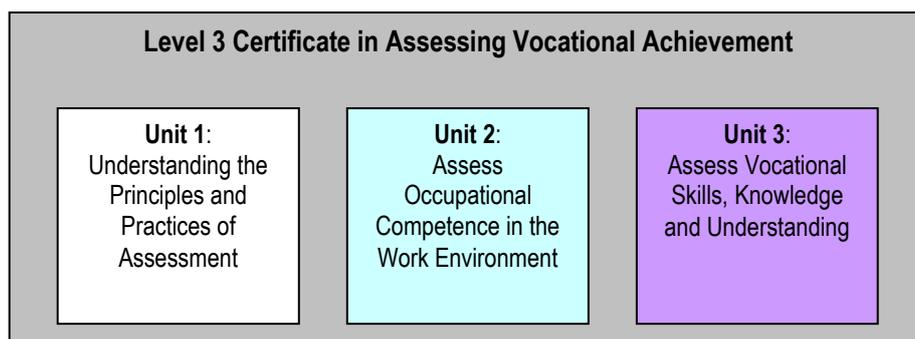
## **Section 2: About these qualifications**

## Qualifications introduction and purpose

If you are thinking about the role of an assessor or internal quality assurer, this section will be able to support you.

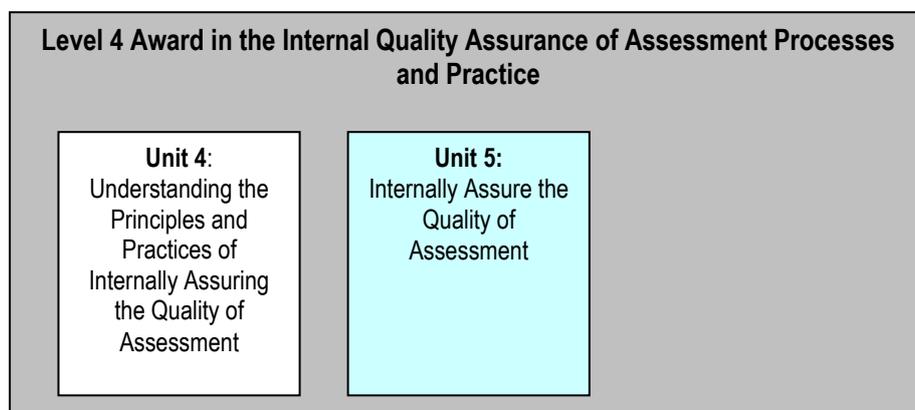
### Assessor qualifications

*I would like to be able to assess occupational competence in the work environment and assess vocational skills, knowledge and understanding.*

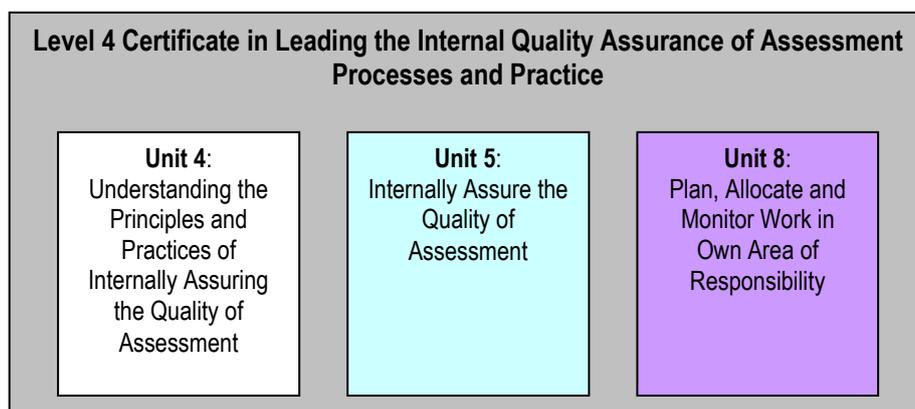


### Internal quality assurance qualifications

*I want to be able to internally quality assure. Which qualification could I do?*



*I am going to be the lead internal quality assurer. Which qualification could I do?*



## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Certificate in Assessing Vocational Achievement			
<b>Qualification number</b>	501/0380/5			
<b>Aim</b>	This qualification covers understanding the principles and practices of assessment, assessing occupational competence in the work environment and assessing vocational skills, knowledge and understanding.			
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	84	Max	84
<b>Credit value</b>	15			
<b>Minimum age</b>	19			
<b>Entry requirements / recommendations</b>	Learners should be at least 19 years old. We do not set any other entry requirements but Centres may have their own guidelines.			
<b>Rules of Combination</b>	To achieve this qualification, learners must achieve 15 credits from 3 mandatory units.			
<b>Progression</b>	Level 4 qualifications for Internal Quality Assurance and those relevant to teaching, training and education.			
<b>Recommended assessment methods</b>	This qualification is internally assessed. Methods appropriate to the assessment of knowledge, understanding and skills include holistic assessment, observation, examination of work products, questions, professional discussions, expert witness testimony and recognition of prior learning.			
<b>Additional assessment requirements</b>	This qualification must be assessed in line with the LLUK assessment requirements.			
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.			
<b>Work experience requirement / recommendation</b>	<p>No placement hours.</p> <p>Learners have to be working as trainee assessors.</p> <p>This qualification has been developed for the current and future workforce to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment and vocational skills, knowledge and understanding.</p>			

## Qualification summary

<b>Title</b>	NCFE CACHE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice			
<b>Qualification number</b>	501/0384/2			
<b>Aim</b>	<p>This qualification covers understanding and internally assuring the quality of assessment.</p> <p>It is intended for those who maintain the quality of assessment from within an organisation or assessment centre.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	90	Max	90
<b>Credit value</b>	12			
<b>Minimum age</b>	19			
<b>Entry requirements / recommendations</b>	Learners should be at least 19 years old. We do not set any other entry requirements but Centres may have their own guidelines.			
<b>Rules of Combination</b>	To achieve this qualification, learners must achieve 12 credits from 2 mandatory units.			
<b>Progression</b>	Other Level 4 qualifications for Internal Quality Assurance and those relevant to teaching, training and education.			
<b>Recommended assessment methods</b>	This qualification is internally assessed. Methods appropriate to the assessment of knowledge, understanding and skills include holistic assessment, observation, examination of work products, questions, professional discussions, expert witness testimony and recognition of prior learning.			
<b>Additional assessment requirements</b>	This qualification must be assessed in line with the LLUK assessment requirements.			
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.			
<b>Work experience requirement / recommendation</b>	<p>No placement hours.</p> <p>Learners have to be working as trainee internal quality assurers.</p>			

## Qualification summary

<b>Title</b>	NCFE CACHE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice			
<b>Qualification number</b>	501/0180/8			
<b>Aim</b>	<p>This qualification covers understanding and internally assuring the quality of assessment, as well as planning, allocating and monitoring work in own area of responsibility.</p> <p>It is intended for those who lead a team of internal quality assurance staff.</p>			
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	115	Max	115
<b>Credit value</b>	17			
<b>Minimum age</b>	19			
<b>Entry requirements / recommendations</b>	Learners should be at least 19 years old. We do not set any other entry requirements but Centres may have their own guidelines.			
<b>Rules of Combination</b>	To achieve this qualification, learners must achieve 17 credits from 3 mandatory units.			
<b>Progression</b>	Other Level 4 qualifications for External Quality Assurance and those relevant to teaching, training and education.			
<b>Recommended assessment methods</b>	This qualification is internally assessed. Methods appropriate to the assessment of knowledge, understanding and skills include holistic assessment, observation, examination of work products, questions, professional discussions, expert witness testimony and recognition of prior learning.			
<b>Additional assessment requirements</b>	This qualification must be assessed in line with the LLUK assessment requirements.			
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.			
<b>Work experience requirement / recommendation</b>	<p>No Placement hours.</p> <p>This qualification is intended for those who lead a team of internal quality assurance staff.</p>			

## Unit achievement log

### Level 3 Certificate in Assessing Vocational Achievement



Unit no.	Unit ref.	Unit title	Unit Type	Level	Credit	GLH	Page	Notes
1	D/601/5313	Understanding the principles and practices of assessment	Knowledge	3	3	24	23	
2	H/601/5314	Assess occupational competence in the work environment	Skills	3	6	30	31	
3	F/601/5319	Assess vocational skills, knowledge and understanding	Skills	3	6	30	37	

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



Unit no.	Unit ref.	Unit title	Unit Type	Level	Credit	GLH	Page	Notes
4	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	Knowledge	4	6	45	45	
5	A/601/5321	Internally assure the quality of assessment	Skills	4	6	45	51	

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



Unit no.	Unit ref.	Unit title	Unit Type	Level	Credit	GLH	Page	Notes -
4	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	Knowledge	4	6	45	57	
5	A/601/5321	Internally assure the quality of assessment	Skills	4	6	45	63	
8	H/600/9674	Plan, allocate and monitor work in own area of responsibility	Skills	4	5	25	67	



## **Section 3: Units**

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Edexcel etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

# **Level 3 Certificate in Assessing Vocational Achievement**



# 1: Understanding the principles and practices of assessment



**Unit reference** D/601/5313                      **Level** 3

**Credit value** 3                                      **GLH** 24

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles and requirements of assessment.	1.1. Explain the functions 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 assessment.		
	7.2. Explain how feedback and questioning contribute to the assessment process.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 assessment process.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit	<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>

## **Assessment task - Unit 1 Understanding the principles and practices of assessment**

In your Centre, you have been assigned the role of 'mentor' to newly-appointed colleagues. One of your first responsibilities within this role is to produce a portfolio of guidance for colleagues who are interested in understanding the principles and practices of assessment.

In order to achieve this task, produce a portfolio of knowledge to include the following information:

### **Section 1**

- Explain the functions of assessment in learning and development.
- Define key concepts and principles of assessment.
- Explain the responsibilities of the assessor.
- Identify regulations and requirements relevant to assessment in own area of practice.

### **Section 2**

- Compare the strengths and limitations of different assessment methods with reference to the needs of individual learners.

### **Section 3**

- Summarise key factors to consider when planning assessment
- Evaluate the benefits of using holistic approaches to assessment
- Describe how to plan a holistic approach to assessment
- Summarise the types of risks that may be involved in assessment in own area of responsibility
- Explain how to minimise risks through the planning process

### **Section 4**

- Explain the importance of involving the learner and others in the assessment process.
- Summarise types of information that should be made available to learners and others involved in the assessment process.
- Explain how peer and self-assessment can be used to effectively promote learner involvement and personal responsibility in the assessment of learning.
- Explain how assessment arrangements can be adapted to meet the individual needs of learners.

## Section 5

- Explain how to make judgments that are:
  - sufficient
  - authentic
  - current.
- Explain how to ensure assessment decisions that are:
  - made against specified criteria
  - valid
  - reliable
  - fair.

## Section 6

- Evaluate the importance of quality assurance in the assessment process.
- Summarise quality assurance and standardization procedures in own area of practice.
- Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.

## Section 7

- Explain the importance of following procedures for the management of information relating to assessment.
- Explain how feedback and questioning contribute to the assessment process.

## Section 8

- Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare.
- Explain how technology can contribute to the assessment process.
- Evaluate requirements for equality and diversity in relation to assessment.
- Explain the value of reflective practice and continuing professional development in the assessment process.



## 2: Assess occupational competence in the work environment

Please note that to be able to complete this unit trainee assessors will need to be in a position to assess two learners. Trainee assessors would benefit from a mentor and must be supported by an experienced qualified assessor. All assessment decisions made by the trainee assessor must be countersigned by a qualified assessor

When the trainee assessor makes assessment decisions concerning occupational competence, they must ensure that they use valid, fair and reliable assessment methods.

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 in turn is assessing someone else. Remember that any assessment decisions will need to be countersigned by a qualified, occupationally competent assessor.

Trainee assessors must assess two learners, collecting a range of evidence for each learner. 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.

Other forms of evidence will be acceptable for the remaining assessment methods, e.g.:

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

Please note that simulations are not allowed.

The trainee 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.

## 2: Assess occupational competence in the work environment

<b>Unit reference</b>	H/601/5314	<b>Level</b>	3
<b>Credit value</b>	6	<b>GLH</b>	30

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 9: Assess learner achievement.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	Evidence for all learning outcomes must come from carrying out assessments in a work environment.



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

Please note that to be able to complete this unit trainee assessors will need to be in a position to assess two learners. Trainee assessors would benefit from a mentor and must be supported by an experienced qualified assessor. All assessment decisions made by the trainee assessor must be countersigned by a qualified assessor

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

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.

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

Please note that simulations are not allowed.

The trainee 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.

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

**Unit reference** F/601/5319                      **Level** 3

**Credit value** 6                                      **GLH** 30

**Unit 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 in 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding.	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.4. Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: 3**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 9: Assess learner achievement.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	Evidence for all learning outcomes must come from performance in the work environment.



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



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



**Unit reference** T/601/5320 **Level** 4

**Credit value** 6 **GLH** 45

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	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.

## **Assessment task: Unit 4 Understanding the principles and practices of internally assuring the quality of assessment**

### **Section 1: Principles of Internal quality assurance**

- Explain the functions of internal quality assurance in learning and development.
- Explain the key concepts and principles of the internal quality assurance of assessment.
- Explain the roles of practitioners involved in the internal and external quality assurance process.
- Explain the regulations and requirements for internal quality assurance in own area of practice.

### **Section 2: Planning for Internal quality assurance**

- Evaluate the importance of planning and preparing internal quality assurance activities.
- Explain what an internal quality assurance plan should contain.
- Summarise the preparations that need to be made for internal quality assurance including:
  - communications
  - administrative arrangements
  - resources.

### **Section 3: Techniques and criteria for monitoring the quality of assessment internally**

- Evaluate different techniques for sampling evidence of assessment, including use of technology.
- Explain the appropriate criteria for judging the quality of the assessment process.

### **Section 4: Maintaining and improving the quality of assessment**

- **Feedback** – Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment.
- **Standardisation** – Explain standardisation requirements in relation to assessment.
- Explain relevant procedures regarding disputes about the quality of assessment.

### **Section 5: Managing information relevant to the internal quality assurance of assessment**

- Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment.

### **Section 6: Legal and good practice requirements**

- Evaluate legal issues, policies and procedures including those for health, safety and welfare.
- Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.
- Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.
- Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.

## 5: Internally assure the quality of assessment

Evidence must come from the trainee's IQA performance in the work environment. There must be evidence of the IQA trainee (learner) monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

Any decisions will need to be countersigned by an experienced and qualified internal quality assurer

All learning outcomes in this unit must be assessed using methods appropriate to the trainee's 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 professional discussion, reflective accounts or expert witness.

Please note that 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.

## 5: Internally assure the quality of assessment

**Unit reference** A/601/5321 **Level** 4

**Credit value** 6 **GLH** 45

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Compare assessors' 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 assurance.		
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	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's IQA's performance.  Simulations are not allowed.

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



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



**Unit reference** T/601/5320 **Level** 4

**Credit value** 6 **GLH** 45

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	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.

## **Assessment task: Unit 4 Understanding the principles and practices of internally assuring the quality of assessment**

### **Section 1: Principles of Internal quality assurance**

- Explain the functions of internal quality assurance in learning and development.
- Explain the key concepts and principles of the internal quality assurance of assessment.
- Explain the roles of practitioners involved in the internal and external quality assurance process.
- Explain the regulations and requirements for internal quality assurance in own area of practice.

### **Section 2: Planning for Internal quality assurance**

- Evaluate the importance of planning and preparing internal quality assurance activities.
- Explain what an internal quality assurance plan should contain.
- Summarise the preparations that need to be made for internal quality assurance including:
  - communications
  - administrative arrangements
  - resources.

### **Section 3: Techniques and criteria for monitoring the quality of assessment internally**

- Evaluate different techniques for sampling evidence of assessment, including use of technology.
- Explain the appropriate criteria for judging the quality of the assessment process.

### **Section 4: Maintaining and improving the quality of assessment**

- **Feedback** – Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment.
- **Standardisation** – Explain standardisation requirements in relation to assessment.
- Explain relevant procedures regarding disputes about the quality of assessment.

### **Section 5: Managing information relevant to the internal quality assurance of assessment**

- Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment.

### **Section 6: Legal and good practice requirements**

- Evaluate legal issues, policies and procedures including those for health, safety and welfare.
- Evaluate different ways in which technology can contribute to the internal quality assurance of assessment.
- Explain the value of reflective practice and continuing professional development in relation to internal quality assurance.
- Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment.

## 5: Internally assure the quality of assessment

Evidence must come from the trainee's IQA performance in the work environment. There must be evidence of the IQA trainee (learner) monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

Any decisions will need to be countersigned by an experienced and qualified internal quality assurer

All learning outcomes in this unit must be assessed using methods appropriate to the trainee's 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 professional discussion, reflective accounts or expert witness.

Please note that 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.

## 5: Internally assure the quality of assessment

**Unit reference** A/601/5321 **Level** 4

**Credit value** 6 **GLH** 45

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.6. Compare assessors' 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 assurance.		
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	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's IQA's performance.  Simulations are not allowed.

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

**Unit reference** H/600/9674

**Level** 4

**Credit value** 5

**GLH** 25

**Unit 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.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: 8**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p>All learning outcomes in this unit must be assessed using methods appropriate to the trainee's Internal Quality Assurance 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 discussion, reflective accounts or expert witness.</p> <p>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.</p> <p>Evidence must come from performance in the work environment.</p>



## **Section 4: Assessment and quality assurance information**

## Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

When assessing learners it is important to consider the range of assessment methods and when they can be applied.

**Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on [cachezone](http://cachezone), is an essential support document for assessment. Individual learners will benefit from specific assessment methods which suit their particular learning style. It is equally important to recognise the benefits of holistic assessment and that one piece of evidence can be used to assess a range of assessment criteria across learning outcomes and indeed units.

### 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 discussion for 'Internally assure the quality of assessment' might provide some evidence for 'Understanding the principles and practices of internally assuring the quality of assessment'. In the same way, some evidence from 'Internally assure the quality of assessment' could be used for 'Plan, allocate and monitor work in own area of responsibility'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- \* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
  - a rarely occurring situation, such as dealing with an accident or illness
  - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- \*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. The **full** strategies or principles can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

Your Centre needs to ensure that individuals undertaking assessor or quality assurer roles conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Lifelong Learning UK Assessment Strategy

#### 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
- All those involved with assessment and quality assurance should be able to provide evidence of relevant continuing professional development.

## NCFE CACHE Assessment Strategy

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

# Section 5: Documents

## Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**



## Section 6: Publication history

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all CACHE support materials since 2010, is available on [cachezone](#).