



# AoFA Qualification Specification for the Assessor Suite of Qualifications

Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

Level 3 Award in Assessing Competence in the Work Environment (QCF)

Level 3 Award in Assessing Vocationally Related Achievement (QCF)

Level 3 Certificate in Assessing Vocational Achievement (QCF)



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## Section 1 – General Key Qualification Fact Information

### Section 1.1 Key Qualification Facts

Title:

#### AoFAQ Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

Qualification Introduction:

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.

Version Control:

Version: 1

Date of Issue: 1<sup>st</sup> May 2015

<b>Level:</b>	3
<b>Contact classroom hours:</b>	Not Applicable
<b>Guided Learning Hours (GLH)</b>	24
<b>Number of units:</b>	1
<b>Qualification Credit Framework (QCF) approved:</b>	Yes
<b>QCF Credit Value:</b>	3
<b>Qualification number:</b>	601/5618/1
<b>Entry Guidance:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at <a href="#">Appendix 1</a>) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Resources:</b>	<p>There are not any specific resource requirements for this qualification. However, AoFAQ strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies. Learners should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety). In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to Learners.</p>
<b>Assessment:</b>	<p>This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured AoFAQ EQAs.</p>
<b>Certificate validity:</b>	<p>AoFAQ will notify you at least six months before the qualification closes for entries and this information is available on Ofqual's register of accredited qualifications.</p>
<b>Unique Learner Number (ULN):</b>	<p>It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners in in England and Wales, who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the <a href="#">Learning Record Service (LRS)</a> website.</p>

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## Section 1.2 Key Qualification Facts

Title:

### Level 3 Award in Assessing Competence in the Work Environment (QCF)

Qualification Introduction:

This qualification is intended for those who assess occupational competence in an individual's work environment. It includes ability to for individuals to demonstrate assessment using a wide range of assessment methods. Anyone achieving this award will enable them to perform assessment activities within a work environment.

Version Control:

Version: 1

Date of Issue: 1<sup>st</sup> May 2015

<b>Level:</b>	3
<b>Contact classroom hours:</b>	Not Applicable
<b>Guided Learning Hours (GLH)</b>	54
<b>Number of units:</b>	2
<b>Qualification Credit Framework (QCF) approved:</b>	Yes
<b>QCF Credit Value:</b>	9
<b>Qualification number:</b>	601/6033/0
<b>Entry Guidance:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at <a href="#">Appendix 1</a>) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Resources:</b>	<p>There are not any specific resource requirements for this qualification. However, AoFAQ strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies. Learners should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety). In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to Learners.</p>
<b>Assessment:</b>	<p>This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured AoFAQ EQAs.</p>
<b>Certificate validity:</b>	<p>AoFAQ will notify you at least six months before the qualification closes for entries and this information is available on Ofqual's register of accredited qualifications.</p>
<b>Unique Learner Number (ULN):</b>	<p>It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the <a href="#">Learning Record Service (LRS)</a> website. Further guidance on this can be found in the Awarding Organisation's Centre compliance Manual.</p>

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## Section 1.3 Key Qualification Facts

Title:

### Level 3 Award in Assessing Vocationally Related Achievement (QCF)

Qualification Introduction:

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). Anyone achieving this award will enable them to perform assessment activities within a wide range of activities such as; assessment of learners in a simulated environments, learners doing skills test, oral, written or multi choice questioning, assignments, projects etc.

<b>Level:</b>	3
<b>Contact classroom hours:</b>	Not Applicable
<b>Guided Learning Hours (GLH)</b>	54
<b>Number of units:</b>	2
<b>Qualification Credit Framework (QCF) approved:</b>	Yes
<b>QCF Credit Value:</b>	9
<b>Qualification number:</b>	601/6034/2
<b>Entry Guidance:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Resources:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Assessment:</b>	This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured AoFAQ EQAs.
<b>Certificate validity:</b>	AoFAQ will notify you at least six months before the qualification closes for entries and this information is available on Ofqual's register of accredited qualifications.
<b>Unique Learner Number (ULN):</b>	It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the <a href="#">Learning Record Service (LRS)</a> website. Further guidance on this can be found in the Awarding Organisation's Centre compliance Manual.

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## Section 1.4 Key Qualification Facts

Title:

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

Qualification Introduction:

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. Anyone achieving this award will enable them to perform assessment activities in a working environment and classroom, workshop or other training environment.

<b>Level:</b>	<b>3</b>
<b>Contact classroom hours:</b>	Not Applicable
<b>Guided Learning Hours (GLH)</b>	84
<b>Number of units:</b>	3
<b>Qualification Credit Framework (QCF) approved:</b>	Yes
<b>QCF Credit Value:</b>	15
<b>Qualification number:</b>	601/6032/9
<b>Entry Guidance:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Resources:</b>	<p>This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.</p> <p>Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.</p>
<b>Assessment:</b>	This qualification is pass/fail. This qualification is internally assessed and internally quality assured by centre staff and externally quality assured AoFAQ EQAs.
<b>Certificate validity:</b>	AoFAQ will notify you at least six months before the qualification closes for entries and this information is available on Ofqual's register of accredited qualifications.
<b>Unique Learner Number (ULN):</b>	It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the <a href="#">Learning Record Service (LRS)</a> website. Further guidance on this can be found in the Awarding Organisation's Centre compliance Manual.

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## Section 2 – Introduction to the Qualifications:

This section covers:

- 3.1 The aim of these qualifications
- 3.2 The qualifications, structure
- 3.3 Entry requirements
- 3.4 Target audience
- 3.5 Requalification requirements
- 3.6 Learner progression

### 2.1 The aim of these qualifications

The aim of these qualifications are to provide learners with the underpinning knowledge of the role and responsibilities of an assessor and should they want to progress further they can also use the other awards and the certificate to make evident their practical skills in the role of an assessor. Moreover, for those learners who are assessing in both a working environment and in a classroom/workshop/training environment they may want to consider achieving the full **AoFAQ Level 3 Certificate in Assessing Vocational Achievement**.

### 2.2 Qualification structure:

- The **AoFAQ Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)**
  - Unit 1 - Understanding the principles and practices of assessment (Level 3 – Credit value 3)
- The **AoFAQ Level 3 Award in Assessing Competence in the Work Environment (QCF)**
  - Unit 1 - Understanding the principles and practices of assessment (Level 3 – Credit value 3)
  - Unit 2 - Assess occupational competence in the work environment (Level 3 – Credit value 6)
- The **AoFAQ Level 3 Award in Assessing Vocationally Related Achievement (QCF)**
  - Unit 1 - Understanding the principles and practices of assessment (Level 3 – Credit value 3)
  - Unit 3 - Assess vocational skills, knowledge and understanding (Level 3 – Credit value 6)
- The **AoFAQ Level 3 Certificate in Assessing Vocational Achievement (QCF)**
  - Unit 1 - Understanding the principles and practices of assessment (Level 3 – Credit value 3)
  - Unit 2 - Assess occupational competence in the work environment (Level 3 – Credit value 6)
  - Unit 3 - Assess vocational skills, knowledge and understanding (Level 3 – Credit value 6)

### 2.3 Entry requirements:

This qualification is designed for learners aged 19 and above. There are not any specific recommended prior learning requirements for this qualification. However, learners might find it helpful if they have achieved a previous Level 3 qualification.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of the learners. They need to make sure that learners can fulfil the requirements of the assessment criteria, QCF level descriptors for Level 3 (which are at Appendix 1) and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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## 2.4 Target audience:

These qualifications are aimed at anyone who is or will be responsible for assessment either within the workplace or within a training centre, training department, schools or colleges. Examples include and are not exhaustive:

- Newly appointed assessors
- Assessors who have achieved the legacy assessor qualification as part of their CPD (e.g. D32/D33 and A1)
- Managers carry out an assessment function within a working environment or a training centre, training department, schools or colleges.
- Administration staffs carrying out administrative tasks associated with assessment to get an understanding of what assessment is all about.
- Teachers, Lecturers, Examiners and Moderators

## 2.5 Requalification requirements:

There is a no requalification requirement for this course. However, learners must maintain their CPD record (total of 30 hours per year) and keep their knowledge up to date.

## 2.6 Learner progression:

Learners achieving these qualifications can progress onto:

- AoFAQ Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- AoFAQ Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- AoFAQ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- AoFAQ Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (QCF)

## Section 3 - Qualification delivery requirements:

This section covers:

- 4.1 The role of the assessor
- 4.2 The responsibilities of the assessor
- 4.3 Acceptable assessor qualifications and experience
- 4.4 The role of the assessor
- 4.5 The responsibilities of the assessor
- 4.6 Acceptable assessor qualifications and experience
- 4.7 Equipment and venue requirements
- 4.8 Learning materials
- 4.9 Learner ID requirements

### 3.1 The role of the assessor:

An assessor is person who is occupationally competent, qualified and has the knowledge, experience and skills required to assess against a standard. The assessor's role is to assess that a learner has the underpinning knowledge and/or competence to meet a set standard. Assessment is a critical part of these qualifications.

### 3.2 The responsibilities of an assessor:

Assessors must be qualified to assess and comply with the National Occupational Standard 9 for Learning and Development.

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- Understand and apply the standards set by the awarding organisation
- Plan assessments to meet the needs of the learner
- Communicate assessment requirements to learners
- Carry out assessments
- Make assessment decisions
- Compare evidence with set standards/criteria
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Follow organisational policies and procedures.

### 3.3 Acceptable assessor qualifications and experience:

All those who assess these qualifications must:

- 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 learner performance using a range of methods
  - D32 Assess learner performance and D33 Assess learner using differing sources of evidence
- Already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance
- 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
- Demonstrate current evidence of continuing professional development in assessment and quality assurance through an annual CPD record consisting of at least 30 hours

### 3.4 The role of the IQA:

The IQA is a critical role for regulated qualifications. The IQA role is to monitor the standards and quality of courses and take steps to ensure the organisation complies with the AoFAQ's requirements. An IQA is mandatory.

### 3.5 The responsibilities of an IQA:

IQAs must be qualified to carry out internal quality assurance assess and comply with the National Occupational Standard 11 for Learning and Development.

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work
- Monitor subject delivery
- and assessment practice
- Interview learners and assessors

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- Advise and support tutors and assessors and plan their personal development tutors and assessors
- Lead standardisation activities
- Take part in CPD
- Liaise with the EQA and implement EQA action points
- Chair meetings
- Deal with assessment appeals and complaints

### 3.6 Acceptable IQA qualifications and experience:

All those who IQA 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 learner performance using a range of methods, or
  - D32 Assess learner performance and D33 Assess learner 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
- Demonstrate current evidence of continuing professional development in assessment and quality assurance through an annual CPD record consisting of at least 30 hours

### 3.7 Equipment and venue requirements:

<b>AV Equipment and training aids</b>	Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>Training Venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning.

### 3.8 Learning materials:

There are a number of textbooks that are easily available through the internet. AoFAQ recommends the “Achieving Your Assessment and Quality Assurance Units (Taqa) (Further Education and Skills)” - Paperback  
ISBN: 9781446274453 by Ann Gravells

### 3.9 Unique Learner Number (ULN) requirements:

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners

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in in England and Wales, who have claimed certification for the Internal Quality Assurance of Assessment Processes and Practice qualifications. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. Further information about this can be found in the [Learning Record Service \(LRS\)](#) website. Further guidance on this can be found in the Awarding Organisation's Centre compliance Manual.

## Section 4 - Assessment:

This section covers:

- 5.1 Assessment overview
- 5.2 Assessment approach
- 5.3 Assessing learners against the assessment criteria
- 5.4 Initial assessment of learners
- 5.5 Assessment Planning
- 5.6 Claiming certificate
- 5.7.1 Unit Summaries
- 5.7.2 Active Verbs
- - Learning outcomes, assessment criteria and assessment guidance against each unit for these qualifications:
  - Unit 1 - Understanding the principles and practices of assessment (Level 3 – Credit value 3)
  - Unit 2 - Assess occupational competence in the work environment (Level 3 – Credit value 6)
  - Unit 3 - Assess vocational skills, knowledge and understanding (Level 3 – Credit value 6)

### 4.1 Assessment overview:

The purpose of the qualifications' assessment is to determine if the learner has gained sufficient underpinning knowledge and demonstrated practical skill to adequately meet the criteria within each unit for the individual qualification.

Further guidance on the assessment process is provided below.

### 4.2 Assessment approach:

AoFAQ does not specify the mode of study for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles. Centres are encouraged to complete learners within 18 months of their start dates.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources. Centres should consider the learners' complete learning experience when designing learning programmes. This is particularly important in relation to learners studying part time alongside real work commitments where learners may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of learners. Consequently, it is important that centres identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

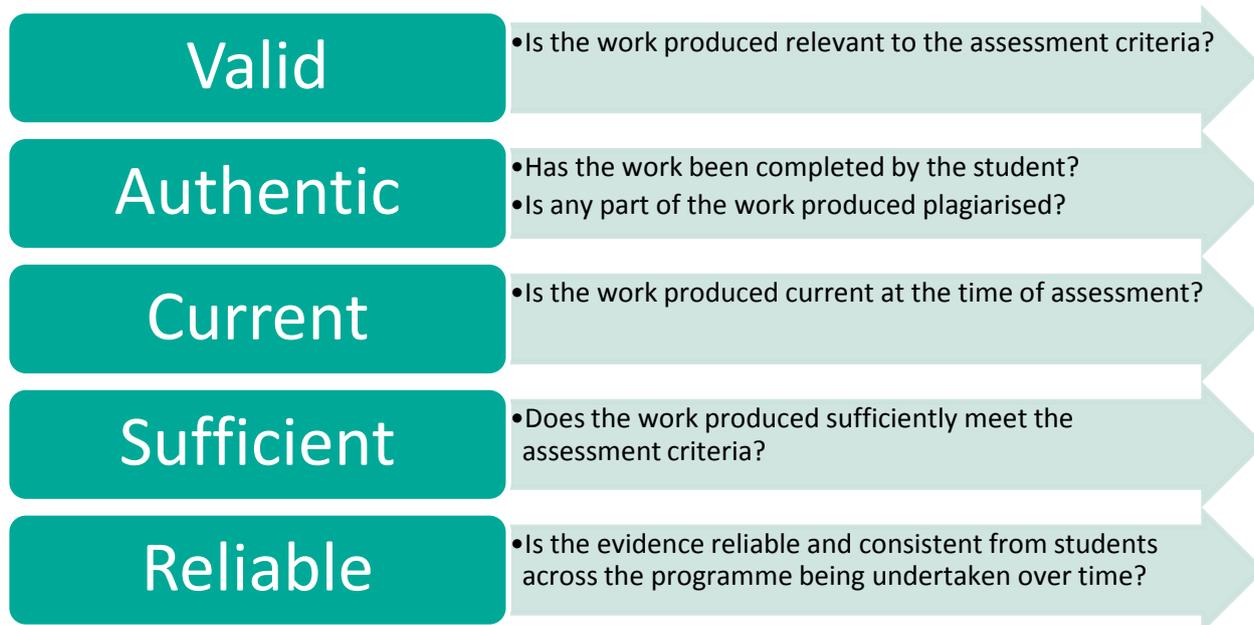
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The responsibility for providing adjustments to assessment is one which is shared between AoFAQ and the centre. Centre staff should consult the 'Joint Council of Qualifications' (JCQ) booklet Access Arrangements, Reasonable Adjustments and Special Consideration available from the [JCQ website](#). This document should also be referred to for those learners who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment. Further guidance on assessment requirements can be found in the Awarding Organisation's Centre compliance Manual.

### 4.3 Assessing learners against the assessment criteria

The tutor/assessor must ensure each learners assessment meets the VACSR criteria:



In order for learners to be able to effectively progress towards meeting the requirements of each assessment criterion, tutors/assessors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

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 'Understanding the principles and practices of internally assuring the quality of assessment', might provide some evidence for 'Internally assure 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.

### 4.4 Initial assessment of learners

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a learner already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help learners understand the best place to start collecting evidence. It will also identify units which learners might have difficulty in achieving.

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## 4.5 Assessment planning

Assessors must take responsibility for assessment planning with learners and must make a note of their assessment planning and regularly give feedback to learners. This will involve agreeing a number of issues with learners including:

- confirming the best times, dates and places for the assessments to take place
- finding the best way of assessing the learner
- finding the best source of evidence to use for particular units

## 4.6 Claiming certificates

Learners who achieve the full qualification will receive a certificate giving the full qualification title listing the units achieved with their related credit value

Learners achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

Certificates will be issued directly to the centre for successful learners. In order to ensure that these are automatically issued centres must ensure that the learner number is always used where a learner has already achieved one or more units.

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### 4.7.1 Unit Summaries

Unit No.	Ofqual's Unit Accreditation No.	Title	Aim <i>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</i>	Level	GLH	Credit Value	Additional Information
1	<a href="#">D/601/5313</a>	Understanding the principles and practices of assessment	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.	3	24	3	This unit is <b>mandatory</b> for all four qualifications: <ul style="list-style-type: none"> <li>• <b>Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)</b></li> <li>• <b>Level 3 Award in Assessing Competence in the Work Environment (QCF)</b></li> <li>• <b>Level 3 Award in Assessing Vocationally Related Achievement (QCF)</b></li> <li>• <b>Level 3 Certificate in Assessing Vocational Achievement (QCF)</b></li> </ul>
2	<a href="#">H/601/5314</a>	Assess occupational competence in the work environment	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' testimonies; looking at learner statements and recognising prior learning	3	30	6	This unit is <b>mandatory</b> for both qualifications: <ul style="list-style-type: none"> <li>• <b>Level 3 Award in Assessing Competence in the Work Environment (QCF)</b></li> <li>• <b>Level 3 Certificate in Assessing Vocational Achievement (QCF)</b></li> </ul>
3	<a href="#">F/601/5319</a>	Assess vocational skills, knowledge and understanding	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.	3	30	6	This unit is <b>mandatory</b> for both qualifications: <ul style="list-style-type: none"> <li>• <b>Level 3 Award in Assessing Vocationally Related Achievement (QCF)</b></li> <li>• <b>Level 3 Certificate in Assessing Vocational Achievement (QCF)</b></li> </ul>

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### 4.7.2 Active Verbs

As these units and qualifications are at Level 3, it is important that Centres recognise that learners need to have an ability to use critical thinking skills to demonstrate their “knowledge and understanding” and “application and action” by focusing on the following key active verbs which are often embedded into the criteria. Moreover, Centres are to note that as part of the activities that IQA learners will be expected to ensure that learners’ literacy, numeracy and IT skills are of a good quality and to at least level 2 on the QCF.

Key Word	Meaning
Assist	<i>to help somebody to do or accomplish something</i>
Clarify	<i>to make something clearer by explaining it in greater detail</i>
Communicate	<i>to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.</i>
Compare	<i>to regard or represent as analogous or similar; liken</i>
Describe	<i>to give an account or representation of in words</i>
Develop	<i>to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually</i>
Devise	<i>to work out, contrive, or plan (something) in one’s mind</i>
Evaluate	<i>to ascertain or set the amount or value of to judge or assess the worth of; appraise</i>
Explain	<i>to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.</i>
Identify	<i>to consider two or more things as being entirely or essentially the same</i>
Implement	<i>to carry out; put into action; perform</i>
Justify	<i>to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate</i>
Manage	<i>to be in charge of something such as a project and be responsible for its smooth running and for any learners’ learning</i>
Provide	<i>to put at the disposal of; furnish or supply</i>
Review	<i>to look at or examine again; to look back upon</i>
Summarise	<i>to make or be a summary of; express concisely</i>
Support	<i>to give active help, encouragement</i>

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### 4.7.1 Unit 1 - Understanding the principles and practices of assessment

<b>Unit reference number:</b>	D/601/5313	
<b>Qualification framework:</b>	QCF	
<b>Title:</b>	Understanding the principles and practices of assessment	
<b>Guided learning hours:</b>	24	
<b>Credit value:</b>	3	
<b>Assessment Evidence requirements</b>	These 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.	
<b>Learning outcome The learner will:</b>	<b>Assessment criteria The learner can:</b>	<b>Using a written assignment or a recorded guided discussion the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)</b>
1. Understand the principles and requirements of assessment	1.1 Explain the functions of assessment in learning and development	<ul style="list-style-type: none"> <li>• why assessment is carried out</li> <li>• what its purpose is</li> <li>• what it is measuring</li> <li>• what are the expected outcomes</li> </ul>
	1.2 Define the key concepts and principles of assessment	<ul style="list-style-type: none"> <li>• whether assessment is                             <ul style="list-style-type: none"> <li>• fair</li> <li>• reliable</li> <li>• valid</li> <li>• safe and manageable</li> <li>• appropriate to the learner's needs</li> </ul> </li> </ul>
	1.3 Explain the responsibilities of the assessor	<ul style="list-style-type: none"> <li>• Each of the following aspects is clearly explained:                             <ul style="list-style-type: none"> <li>• planning</li> <li>• assessing</li> <li>• feedback to the learner, outlining what has been achieved and what needs to be done next, to move the learner forward through the learning journey</li> </ul> </li> </ul>
	1.4 Identify the regulations and requirements relevant to assessment in own area of practice	<ul style="list-style-type: none"> <li>• Company and industry rules and regulations related to safe assessment, i.e. safeguarding, health and safety, data protection, confidentiality etc.</li> </ul>
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with	<ul style="list-style-type: none"> <li>• Identifying different methods of assessment and outline the advantage and disadvantage in using each method of assessment</li> </ul>

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	reference to the needs of individual learners	
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment	<ul style="list-style-type: none"> <li>Identifying the key factors and summarise why each factor has to be considered, for example through doing an initial assessment, ascertain if the learner has any special requirements, is the course they are doing pitched at the right level for the learner, do they have sufficient time to do the course, do they have sufficient opportunities within the workplace to generate evidence</li> </ul>
	3.2 Evaluate the benefits of using a holistic approach to assessment	<ul style="list-style-type: none"> <li>The benefits of using a holistic assessment approach, by making best use of work place observations, recognise the opportunity to map evidence against many units as it naturally happens and making effective use of assessment time available</li> </ul>
	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	<ul style="list-style-type: none"> <li>For example: health and safety; training requirements; licenses to practice; authorisation; risk assessments; equipment etc.</li> <li>How correct legislation, policies and procedures etc., are outlined in the assessment planning</li> </ul>
	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	<ul style="list-style-type: none"> <li>How the following areas may have an effect on learners' evidence: <ul style="list-style-type: none"> <li>Motivation</li> <li>Greater range of experience and understanding</li> <li>Expert witnesses</li> </ul> </li> </ul>
	4.2 Summarise types of information that should be made available to learners and others involved in the assessment process	<ul style="list-style-type: none"> <li>Why these types of information are necessary in assessment: <ul style="list-style-type: none"> <li>Initial assessment</li> <li>Documentation</li> <li>Policies</li> <li>Procedures</li> <li>Skills analysis outcomes</li> </ul> </li> </ul>
	4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	<ul style="list-style-type: none"> <li>How the following areas may have an effect on learners': <ul style="list-style-type: none"> <li>Initial Assessment</li> <li>Development of analytical skills</li> <li>Greater understanding of the specifications</li> <li>Self-reflection of own performance</li> </ul> </li> </ul>
	4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners	<ul style="list-style-type: none"> <li>How the following areas may have an effect on learners': <ul style="list-style-type: none"> <li>Time consideration; work/shift patterns; confidentiality issues; effective use of expert witnesses; learners' learning styles and special requirements, adapting assessment methods to individual learners</li> </ul> </li> </ul>
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> </ul>	<ul style="list-style-type: none"> <li>Are the requirements met and how do you know?</li> <li>Does the evidence supplied by the learners belong to them; how do you know it is?</li> <li>Have the working practices around the learners' activity changed since the evidence was produced?</li> </ul>

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	<ul style="list-style-type: none"> <li>• current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	<ul style="list-style-type: none"> <li>• Referencing to the specifications throughout the assessment decision</li> <li>• Accurately measuring, using a method that suits the situation and the learners' needs</li> <li>• That the same result will occur regardless of who is assessing and when the assessment decision takes place</li> <li>• That equality and diversity and individual needs have been considered</li> </ul>
6 Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process	<ul style="list-style-type: none"> <li>• Including the following areas of quality assurance; the need for assessment observation; Learner and employer interviews; Sampling of examination of products; Standardisation</li> </ul>
	6.2 Summarise quality assurance and standardisation procedures in own area of practice	<ul style="list-style-type: none"> <li>• Internal quality assurance procedures; Policies and procedures; Regulatory and Awarding Organisation requirements; coverage of internal and external procedures, including the assessment appeals procedure</li> </ul>
	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	<ul style="list-style-type: none"> <li>• Including regulatory and awarding organisation requirements and company policies and procedures</li> </ul>
	7.2 Explain how feedback and questioning contribute to the assessment process	<ul style="list-style-type: none"> <li>• Including the cycle of assessment of plan, review, assess, feedback, progress and how these all fit together</li> </ul>
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	<ul style="list-style-type: none"> <li>• Including; Data Protection; Child Protection; Safeguarding; Equality and diversity</li> </ul>
	8.2 Explain the contribution that technology can make to the assessment process	<ul style="list-style-type: none"> <li>• The types of technology currently available and the ways in which it can be used. E.g. Online meetings, Open Source Software, Internet Multi Media tools, e-learning and online testing</li> </ul>
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	<ul style="list-style-type: none"> <li>• What the requirements are and how they best apply to assessment</li> </ul>
	8.4 Explain the value of reflective practice and continuing professional development in the assessment process	<ul style="list-style-type: none"> <li>• The increased depth of understanding the process of assessment</li> <li>• How to use self-reflection as a means to ascertain any gaps in an assessors in knowledge and understanding</li> </ul>

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## 4.7.2 Unit 2 - Assess occupational competence in the work environment

<b>Unit reference number:</b>	<u>H/601/5314</u>
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Assess occupational competence in the work environment
<b>Guided learning hours:</b>	30
<b>Credit value:</b>	6
<b>Assessment Evidence requirements</b>	<p>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 <b>not</b> 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.</p> <p>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:</p> <ul style="list-style-type: none"><li>• observation of performance in the work environment</li><li>• examining products of work</li><li>• questioning the learner</li></ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"><li>• discussing with the learner</li><li>• use of others (witness testimony)</li><li>• looking at learner statements</li><li>• recognising prior learning</li></ul> <p>The trainee assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.</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>

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Learning outcome The learner will:	Assessment criteria The learner can:	Using a wide range of evidence the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
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 use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 Plan the assessment of occupational competence to address learner needs and current achievements 1.4 Identify opportunities for holistic assessment	<ul style="list-style-type: none"> <li>• Assessment activity or assessment plan</li> <li>• Through guided discussion on how the assessor went about planning the assessment and what they have looked at as part of the planning:               <ul style="list-style-type: none"> <li>• How the assessor uses communication methods and what they are, which communication methods are best suited to the learner, what assessment methods suits the situation and learner best; how to identify learner needs and requirements</li> <li>• What planning documentation to use</li> <li>• What the company policies and procedures are for assessment</li> <li>• What national regulations on assessment there are</li> <li>• What learner needs are</li> <li>• How to establish what the learner needs are</li> <li>• How to establish learners current achievements</li> <li>• What holistic assessment is</li> <li>• How to establish what the learner will be able to demonstrate or show that will enable holistic assessment</li> <li>• How to hold planning meetings with learners to establish what assessments are possible</li> </ul> </li> </ul>
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 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	<ul style="list-style-type: none"> <li>• Assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using valid, fair and reliable assessment methods and:               <ul style="list-style-type: none"> <li>• What valid assessment is</li> <li>• What fair assessment is</li> <li>• What reliable assessment is</li> <li>• How the various methods of assessment should be conducted and recorded</li> <li>• How to plan to use the various methods of assessment</li> <li>• How to communicate with learners</li> <li>• What the methods of assessment are</li> <li>• What the occupational specifications are</li> <li>• How to record the assessment decisions</li> <li>• What the company standardisation procedures are</li> <li>• What types of feedback there are</li> <li>• The effects of good and bad feedback</li> <li>• Where it is most appropriate to give feedback</li> <li>• When it is most appropriate to give feedback</li> </ul> </li> </ul>

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	that affirms achievement and identifies any further implications for learning, assessment and progression	<ul style="list-style-type: none"> <li>• How to involve the learner in the feedback process</li> <li>• How to record the feedback process</li> </ul>
3. Be able to provide required information following the assessment of occupational competence	<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>	<ul style="list-style-type: none"> <li>• Assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• Records that the organisation have in use</li> <li>• The documentation in use</li> <li>• Organisational standardisation meetings</li> <li>• Organisational procedures that are in place for quality assurance</li> <li>• Organisational policies and procedures, legislation and regulatory requirements that are in place around the maintenance of confidential</li> </ul> </li> </ul>
4. Be able to maintain legal and good practice requirements when assessing occupational competence	<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>	<ul style="list-style-type: none"> <li>• Assessment activity or assessment records, CPD/PDP records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• Regulatory and Awarding Organisation requirements and guidance in relationship to assessment of vocational skills, knowledge and understanding</li> <li>• Current legislation on equality and diversity, including bilingualism, giving examples of when these requirements have been adhered to, if appropriate</li> <li>• Feedback from internal and external sources, i.e. peers and internal and external quality assurance personnel and how this feeds into self-assessment</li> <li>• CPD analysis and annual appraisals</li> <li>• Identified activities for forward planning contributes to CPD and potential progression in the role</li> </ul> </li> </ul>

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### 4.7.3 Unit 3 - Assess vocational skills, knowledge and understanding

<b>Unit reference number:</b>	<u>F/601/5319</u>
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Assess vocational skills, knowledge and understanding
<b>Guided learning hours:</b>	30
<b>Credit value:</b>	6
<b>Assessment Evidence requirements</b>	<p>There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).</p> <p>There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.</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>

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Learning outcome The learner will:	Assessment criteria The learner can:	Using a wide range of evidence the learner may want to consider the following evidence (this is not exhaustive and Centre may want to discuss other relevant evidence with the AoFAQ EQA prior to programme delivery)
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>	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using:               <ul style="list-style-type: none"> <li>• Assessment methods are and when they are most suitable to be used</li> </ul> </li> </ul>
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using:               <ul style="list-style-type: none"> <li>• The resources available that they are using</li> <li>• A suitable environment is for assessment of vocational skills, knowledge and understanding, with some consideration of appropriateness to the task to be undertaken</li> </ul> </li> </ul>
	1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using:               <ul style="list-style-type: none"> <li>• The different communication methods that there are available</li> <li>• The assessment methods suited to the situation and learner</li> <li>• Ways to identify learner needs and requirements, through initial assessment</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using:               <ul style="list-style-type: none"> <li>• The different types of learners that you may encounter</li> <li>• The specifications that the learner is intending to demonstrate competence in</li> <li>• The suitable assessment methods for different learners</li> <li>• Initial assessment to identify the learners individual needs are</li> <li>• The support that is accessible for learners and when it is permitted</li> <li>• Methods of recording learner achievement against criteria</li> <li>• Internal and external requirements for recording learner achievements</li> </ul> </li> </ul>
	2.2 Provide support to learners within agreed limitations	
	2.3 Analyse evidence of learner achievement	
	2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	
	2.5 Follow standardisation procedures	

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	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• The types of feedback there are</li> <li>• Good and bad feedback and the effects it may have on learners</li> <li>• The most suitable time to give feedback</li> <li>• the feedback process to include the learner</li> <li>• Ways to record the feedback process</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• Records the organisation use</li> <li>• The way the documentation supposed to be used</li> <li>• The effect standardisation meetings has on the use of documentation</li> <li>• Company procedures that are in place for quality assurance</li> <li>• Company policies and procedures, legislation and regulatory requirements are in place around the maintenance of confidentiality</li> </ul> </li> </ul>
	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	<ul style="list-style-type: none"> <li>• Lesson Plans, assessment activity or assessment records, CPD/PDP records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• Regulatory and Awarding Organisations regulatory requirements and guidance</li> <li>• Current legislation on equality and diversity, including bilingualism and when these requirements have been observed to, if appropriate</li> </ul> </li> </ul>
	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	<ul style="list-style-type: none"> <li>• CPD/PDP records</li> <li>• Through guided discussion on how the assessor went about using: <ul style="list-style-type: none"> <li>• Feedback from internal and external sources, i.e. peers and internal and external quality assurance personnel</li> <li>• How feedback feeds into their own self-reflection, CPD analysis and annual appraisals</li> </ul> </li> </ul>
	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	

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## Qualification Descriptors

All units with the QCF: must identify a single level for the unit that:

- represents the complexity, autonomy and/or range of achievement expressed within the unit
- is determined by comparing the learning outcomes and assessment criteria against the QCF level descriptors
- is a constant property of the unit, irrespective of the qualification in which it is located

Centre need to ensure that all delivery staff and learners clearly understand the level they will be expected to achieve at for this award, which in this case is Level 4 as outlined in the QCF level descriptors for level 4.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
4	<p>Achievement at level 4 reflects the ability to:</p> <ul style="list-style-type: none"> <li>➤ Identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine.</li> <li>➤ Taking responsibility for overall courses of action.</li> <li>➤ Exercising autonomy and judgement within fairly broad parameters.</li> <li>➤ Reflects understanding of different perspectives or approaches within an area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.</li> <li>➤ Analyse, interpret and evaluate relevant information and ideas</li> <li>➤ Be aware of the nature and approximate scope of the area of study or work</li> <li>➤ Have an informed awareness of different perspectives or approaches within the area of study or work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Address problems that are complex and non-routine while normally fairly well defined</li> <li>➤ Identify, adapt and use appropriate methods and skills</li> <li>➤ Initiate and use appropriate investigation to inform actions</li> <li>➤ Review the effectiveness and appropriateness of methods, actions and results</li> </ul>	<ul style="list-style-type: none"> <li>➤ Take responsibility for courses of action, including, where relevant, responsibility for the work of others</li> <li>➤ Exercise autonomy and judgement within broad but generally well-defined parameters</li> </ul>

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So that Centres can see the distinct difference between the different level descriptors here are the full list of QCF level descriptors from Levels 1 to 6. As an IQA Learners, this is something that they will need to focus on when quality assuring QCF qualifications to ensure that the learners enrolled on a specific level of qualification are producing work at the right level.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Summary</b>	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Achievement at level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects and understanding of different perspectives, approaches or schools of thought and the theories that underpin them
<b>Knowledge and understanding</b>	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems Interpret relevant information and ideas Be aware of the types of information that are relevant to the area of study or work	Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine  Interpret and evaluate relevant information and ideas  Be aware of the nature of the area of study or work  Have awareness of different perspectives or approaches within the area of study or work	Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine  Analyse, interpret and evaluate relevant information and ideas  Be aware of the nature and approximate scope of the area of study or work  Have an informed awareness of different perspectives or approaches within the area of study or work	Use practical, theoretical or technological understanding to find ways forward in broadly defined, complex contexts  Analyse, interpret and evaluate relevant information, concepts and ideas  Be aware of the nature and scope of the area of study or work  Understand different perspectives, approaches or schools of thought and the reasoning behind them	Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors  Critically analyse, interpret and evaluate complex information, concepts and ideas  Understand the context in which the area of study or work is located  Be aware of current developments in the area of study or work  Understand different perspectives, approaches or schools of thought and the theories that underpin them

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	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Application and action</b>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and Procedures.</p> <p>Select and use relevant Information.</p> <p>Identify whether actions have been effective.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems</p> <p>Select and use relevant skills and procedures</p> <p>Identify, gather and use relevant information to inform actions Identify how effective actions have been</p>	<p>Address problems that, while well defined, may be complex and non-routine</p> <p>Identify, select and use appropriate skills, methods and procedures</p> <p>Use appropriate investigation to inform actions</p> <p>Review how effective methods and actions have been</p>	<p>Address problems that are complex and non-routine while normally fairly well defined</p> <p>Identify, adapt and use appropriate methods and skills</p> <p>Initiate and use appropriate investigation to inform actions</p> <p>Review the effectiveness and appropriateness of methods, actions and results</p>	<p>Address broadly-defined, complex problems</p> <p>Determine, adapt and use appropriate methods and skills</p> <p>Use relevant research or development to inform actions Evaluate actions, methods and results</p>	<p>Address problems that have limited definition and involve many interacting factors</p> <p>Determine, refine, adapt and use appropriate methods and skills</p> <p>Use and, where appropriate, design relevant research and development to inform actions</p> <p>Evaluate actions, methods and results and their implications</p>
<b>Autonomy and accountability</b>	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed.</p>	<p>Take responsibility for completing tasks and procedures</p> <p>Exercise autonomy and judgement subject to overall direction or guidance</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</p> <p>Exercise autonomy and judgement within limited parameters</p>	<p>Take responsibility for courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad but generally well-defined parameters</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others</p> <p>Exercise autonomy and judgement within broad parameters</p>	<p>Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments</p> <p>Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others</p> <p>Exercise broad autonomy and judgement</p>

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