

CACHE Qualification Specification

CACHE Level 3 and Level 4
Awards and Certificates in Assessing and Assuring
the Quality of Assessment (QCF)

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Qualification reference numbers:

CACHE Level 3 Award in Understanding the Principles and Practices of Assessment	501/0379/9
CACHE Level 3 Award in Assessing Competence in the Work Environment	501/0382/9
CACHE Level 3 Award in Assessing Vocationally Related Achievement	501/0381/7
CACHE Level 3 Certificate in Assessing Vocational Achievement	501/0380/5
CACHE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	501/0383/0
CACHE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	501/0384/2
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.

In addition to this Specification there is a separate 'Centre Resource Pack' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

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.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

Making use of the CACHE websites

The CACHE 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 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**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

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 (including the Centre Resource Pack) 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.

Section 2: About these qualifications

This material is taken from the Lifelong Learning UK guidance for awarding organisations March 2010.

Qualification summary

Title	CACHE Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)			
Type	QCF			
Qualification number	501/0379/9			
Aim	This qualification covers the principles and practices of assessment. It is aimed at learners new to assessment but who are thinking of working as assessors. It is also suitable for those who never intend to practice – for example, managers – who would like to understand the essential principles and practices.			
Purpose Ofqual code and description (where applicable)	Other (CACHE description): Does not confer competence or licence to practice			
Guided learning hours	Min	24	Max	24
Credit value	3			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 3 assessor qualifications.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document “QCF Equivalencies and Performance Points” on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			

Work experience requirement / recommendation	<p>No placement hours.</p> <p>This qualification has been developed to support the current and future workforce. Those new to assessment and hoping to become assessors can gain an understanding of assessment principles and practices even before they are in a position to practice assessment.</p>
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Qualification summary

Title	CACHE Level 3 Award in Assessing Competence in the Work Environment (QCF)			
Type	QCF			
Qualification number	501/0382/9			
Aim	<p>This qualification covers understanding the principles and practices of assessment, and assessing occupational competence in the work environments.</p> <p>It is intended for tutors and experienced practitioners who aspire to assess occupational competence in the work place.</p>			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	54	Max	54
Credit value	9			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 3 assessor qualifications.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document "QCF Equivalencies and Performance Points" on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			

Work experience requirement / recommendation	<p>No placement hours.</p> <p>Trainees have to be working as trainee assessors/quality assurers.</p> <p>This qualification has been developed for the current and future workforce. This qualification will allow successful candidates to assess occupational competence in an individual's work environment.</p>
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Qualification summary

Title	CACHE Level 3 Award in Assessing Vocationally Related Achievement (QCF)			
Type	QCF			
Qualification number	501/0381/7			
Aim	<p>This qualification covers understanding the principles and practices of assessment, and assessing vocational skills, knowledge and understanding.</p> <p>It is intended for those who assess vocational skills, knowledge and understanding in training environments other than the work place such as workshops or classrooms.</p>			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	54	Max	54
Credit value	9			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 3 assessor qualifications.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document "QCF Equivalencies and Performance Points" on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			

Work experience requirement / recommendation	<p>No placement hours.</p> <p>Trainees have to be working as trainee assessors/quality assurers.</p> <p>This qualification has been developed for the current and future workforce to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example, workshops, classrooms or other training environments.</p>
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Qualification summary

Title	CACHE Level 3 Certificate in Assessing Vocational Achievement (QCF)			
Type	QCF			
Qualification number	501/0380/5			
Aim	This qualification covers understanding the principles and practices of assessment, assessing occupational competence in the work environment, assessing vocational skills, knowledge and understanding.			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	84	Max	84
Credit value	15			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Level 4 qualifications for Internal Quality Assurance.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document "QCF Equivalencies and Performance Points" on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			
Work experience requirement / recommendation	<p>No placement hours.</p> <p>Trainees have to be working as trainee assessors/quality assurers.</p> <p>This qualification has been developed for the current and future workforce to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment.</p>			

Qualification summary

Title	CACHE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF)			
Type	QCF			
Qualification number	501/0383/0			
Aim	<p>This qualification covers the principles and practices of internally assuring the quality of assessment.</p> <p>It is aimed at learners new to assuring the quality of assessment but who are thinking of working in an assuring internal quality assessment role. It is also suitable for those who never intend to practice – for example, managers – but would like to understand the principles and practices.</p>			
Purpose Ofqual code and description (where applicable)	Other (CACHE description): Does not confer competence or licence to practice			
Guided learning hours	Min	45	Max	45
Credit value	6			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 4 qualifications for Internal Quality Assurance.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document “QCF Equivalencies and Performance Points” on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			

Work experience requirement / recommendation	No placement hours. This qualification is intended for those who wish to gain an understanding of the principles and practices of Internal quality assurance without any requirement to practice as assessors.
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Qualification summary

Title	CACHE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)			
Type	QCF			
Qualification number	501/0384/2			
Aim	<p>This qualification covers understanding the principles and practices of 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>			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	90	Max	90
Credit value	12			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 4 qualifications for Internal Quality Assurance.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document "QCF Equivalencies and Performance Points" on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			
Work experience requirement / recommendation	<p>No placement hours.</p> <p>Trainees have to be working as trainee assessors/quality assurers.</p>			

Qualification summary

Title	CACHE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)			
Type	QCF			
Qualification number	501/0180/8			
Aim	<p>This qualification covers understanding and internally assuring the quality of assessment, as well as planning, allocating and monitoring work in the learners own area of responsibility.</p> <p>It is intended for those who lead a team of internal quality assurance staff.</p>			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	115	Max	115
Credit value	17			
Minimum age	19			
Entry requirements / recommendations	Learners should be at least 19 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.			
Progression	Other Level 4 qualifications for External Quality Assurance.			
Equivalencies / Performance Points	For information on Equivalencies and Performance Points for CACHE qualifications, please refer to the CACHE document "QCF Equivalencies and Performance Points" on the CACHE website and cachezone.			
Recommended assessment methods	This qualification is internally assessed. Methods appropriate to the assessment of knowledge and understanding, including holistic assessment, observation, examination of work products, questions, professional discussions, witness testimony and recognition of prior learning.			
Additional assessment requirements	This qualification must be assessed in line with the LLUK assessment requirements.			
Grading system	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.			
Work experience requirement / recommendation	<p>No Placement hours.</p> <p>This qualification is intended for those who lead a team of internal quality assurance staff.</p>			

Introduction to the qualifications

Each of the seven qualifications include a unit that covers all the essential knowledge and understanding that assessors or quality assurance staff need, plus one or more units that describe competent practice. We believe this approach offers more flexibility and a greater potential to meet the needs of aspirant assessors and quality assurance staff.

Those new to assessment and hoping to become assessors can take one unit and gain an understanding of assessment principles and practices even before they are in a position to practice assessment. When they are ready to practice they can attempt the additional unit/s.

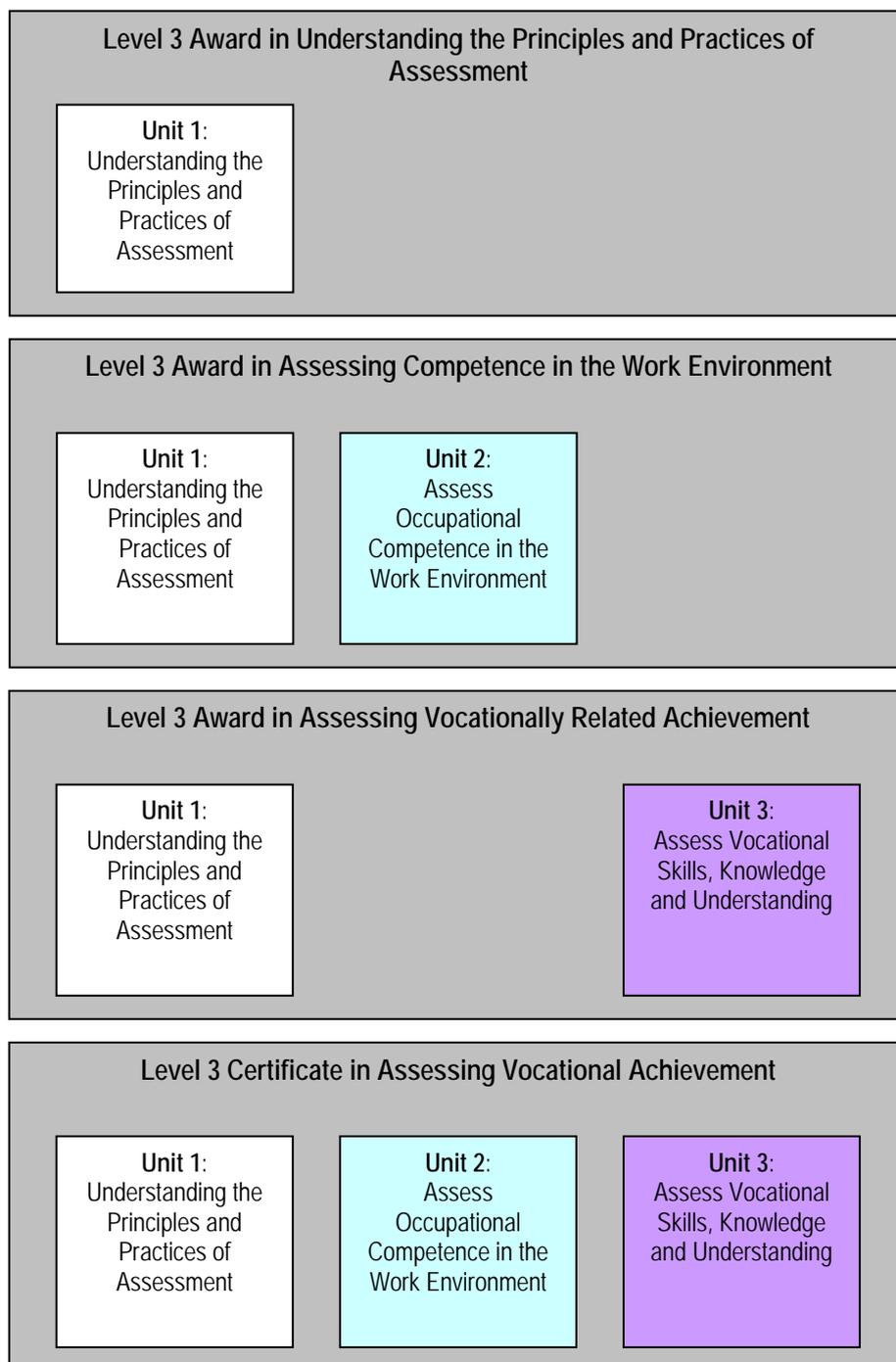
Those who need to know about assessment, but never intend to practice – for example managers – are able to learn about essential principles and practices. They would not achieve the whole qualification but could complete the unit ‘stand-alone’.

Others who are in a position to carry out real assessments can undertake more than one unit at the same time and in the spirit of holistic assessment, use evidence from one to meet some of the requirements of the others.

All of the units within these qualifications must be assessed in line with the LLUK assessment requirements as shown in Section 4.

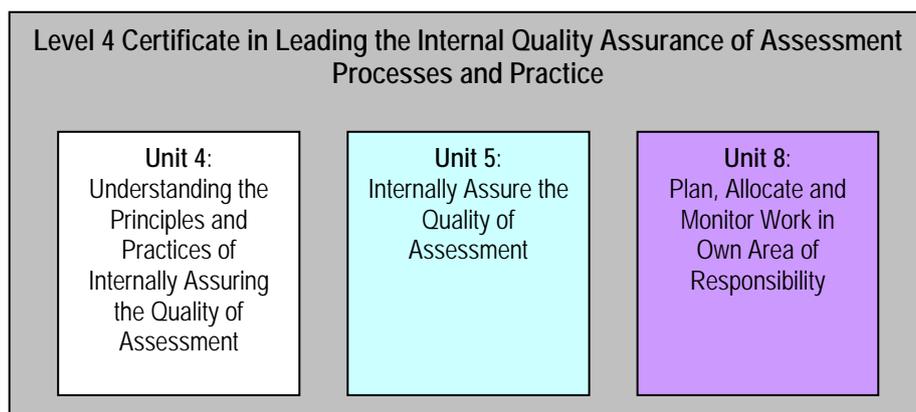
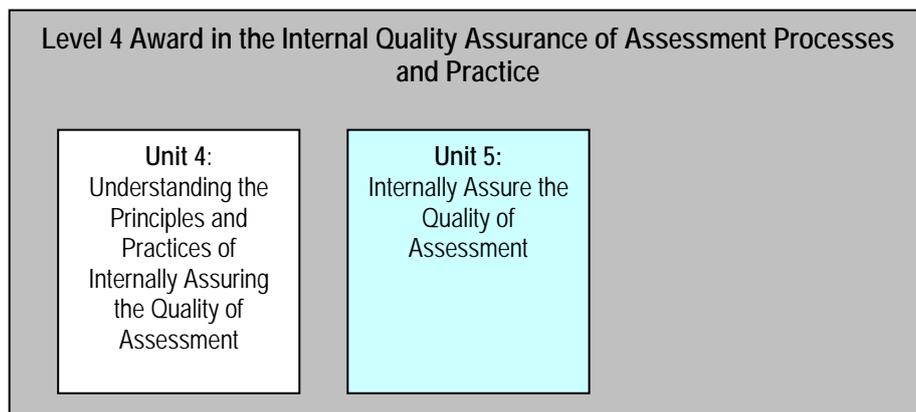
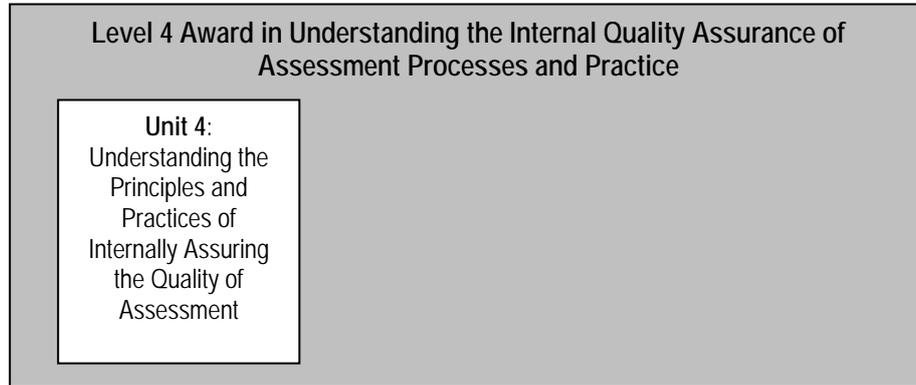
Unit list

Level 3 Awards and Certificate in Assessing and Assuring the Quality of Assessment



Unit list

Level 4 Awards and Certificate in Assessing and Assuring the Quality of Assessment



Qualifications list

- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Level 3 Award in Understanding the Principles and Practices of Assessment

Overview

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

Rules of combination

Qualification title:		Level 3 Award in Understanding the Principles and Practices of Assessment	
Credit value:		3	
Minimum credit to be achieved at, or above, the level of the qualification:		3	
Mandatory units (credit value 3)			
Unit title		Credits	Level
Unit ref: D/601/5313			
1	Understanding the principles and practices of assessment	3	3

Level 3 Award in Assessing Competence in the Work Environment

Overview

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

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

Rules of combination

Qualification title:		Level 3 Award in Assessing Competence in the Work Environment	
Credit value:		9	
Minimum credit to be achieved at, or above, the level of the qualification:		9	
Mandatory units (credit value 9)			
Unit title		Credits	Level
Unit ref: D/601/5313			
1	Understanding the principles and practices of assessment	3	3
Unit ref: H/601/5314			
2	Assess occupational competence in the work environment	6	3

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 'Assess occupational competence in the work environment' might provide some evidence for 'Understanding the principles and practices of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

Level 3 Award in Assessing Vocationally Related Achievement

Overview

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

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

Rules of combination

Qualification title:		Level 3 Award in Assessing Vocationally Related Achievement	
Credit value:		9	
Minimum credit to be achieved at, or above, the level of the qualification:		9	
Mandatory units (credit value 9)			
Unit title		Credits	Level
Unit ref: D/601/5313			
1	Understanding the principles and practices of assessment	3	3
Unit ref: F/601/5319			
3	Assess vocational skills, knowledge and understanding	6	3

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 'Assess vocational skills, knowledge and understanding' might provide some evidence for 'Understanding the principles and practices of assessment'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

Level 3 Certificate in Assessing Vocational Achievement

Overview

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment).

Rules of combination

Qualification title:		Level 3 Certificate in Assessing Vocational Achievement	
Credit value:		15	
Minimum credit to be achieved at, or above, the level of the qualification:		15	
Mandatory units (credit value 15)			
Unit title		Credits	Level
Unit ref: D/601/5313			
1	Understanding the principles and practices of assessment	3	3
Unit ref: H/601/5314			
2	Assess occupational competence in the work environment	6	3
Unit ref: F/601/5319			
3	Assess vocational skills, knowledge and understanding	6	3

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 'Assess vocational skills, knowledge and understanding' might provide some evidence for 'Understanding the principles and practices of assessment'. In the same way, if a candidate assessor is working with a learner whose learning programme involves both assessment in the work environment and assessment in a training context, they could use evidence from these assessments for 'Assess competence in the work environment' and 'Assess vocational skills, knowledge and understanding'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

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

Overview

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

Rules of combination

Qualification title:		Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:		6	
Minimum credit to be achieved at, or above, the level of the qualification:		6	
Mandatory units (credit value 6)			
Unit title		Credits	Level
Unit ref: T/601/5320			
4	Understanding the principles and practices of internally assuring the quality of assessment	6	4

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

Overview

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

Rules of combination

Qualification title:		Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:		12	
Minimum credit to be achieved at, or above, the level of the qualification:		12	
Mandatory units (credit value 12)			
Unit title		Credits	Level
Unit ref: T/601/5320			
4	Understanding the principles and practices of internally assuring the quality of assessment	6	4
Unit ref: A/601/5321			
5	Internally assure the quality of assessment	6	4

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'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

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

Overview

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

Rules of combination

Qualification title:		Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	
Credit value:		17	
Minimum credit to be achieved at, or above, the level of the qualification:		17	
Mandatory units (credit value 17)			
Unit title		Credits	Level
Unit ref: T/601/5320			
4	Understanding the principles and practices of internally assuring the quality of assessment	6	4
Unit ref: A/601/5321			
5	Internally assure the quality of assessment	6	4
Unit ref: H/600/9674			
8	Plan, allocate and monitor work in own area of responsibility	5	4

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.

Unit / qualification matrices

Level 3 Awards and Certificate in Assessing and Assuring the Quality of Assessment

Unit no.	Unit ref.	Unit title	Level	Credit	GLH	Level 3 Award in Understanding the Principles and Practices of Assessment	Level 3 Award in Assessing Competence in the Work Environment	Level 3 Award in Assessing Vocationally Related Achievement	Level 3 Certificate in Assessing Vocational Achievement
1	D/601/5313	Understanding the principles and practices of assessment	3	3	24	✓	✓	✓	✓
2	H/601/5314	Assess occupational competence in the work environment	3	6	30		✓		✓
3	F/601/5319	Assess vocational skills, knowledge and understanding	3	6	30			✓	✓
Qualification page						27	28	30	32

Level 4 Awards and Certificate in Assessing and Assuring the Quality of Assessment

Unit no.	Unit ref.	Unit title	Level	Credit	GLH	Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
4	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	✓	✓	✓
5	A/601/5321	Internally assure the quality of assessment	4	6	45		✓	✓
8	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25			✓
Qualification page						34	35	36

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. TDA, CACHE 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 QCF 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 CACHE)*	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.

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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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"> • sufficient • authentic • current. 		
	5.2. Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair. 		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit

Learning and Development NOS Standard 9: Assess learner achievement.

Assessment guidance

Unit 1 Understanding the principles and practices of assessment

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

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.

2: Assess occupational competence in the work environment

Unit reference	H/601/5314	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 assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

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

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

Learner name:

CACHE Centre no:

CACHE PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning. 		
	1.2. Communicate the purpose, requirements and processes of assessing occupational competence to the learner.		
	1.3. Plan the assessment of occupational competence to address learner needs and current achievements.		
	1.4. Identify opportunities for holistic assessment.		
2. Be able to make assessment decisions about occupational competence.	2.1. Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning. 		

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

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Learning and Development NOS Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner. <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"> • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning.

Assessment guidance

Unit 2 Assess occupational competence in the work environment

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

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

Simulations are not allowed.

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

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

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

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

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

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 outside of the work environment.

Assessment methods include:

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

The unit does not require the design of assessments.

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning. 		
	1.2. Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.		
	1.3. Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Learning and Development NOS Standard 9: Assess learner achievement.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning. <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>

Assessment guidance

Unit 3 Assess vocational skills, knowledge and understanding

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

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

Simulations are not allowed.

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

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

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

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

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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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"> • information collection • communications • administrative arrangements • resources. 		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit

Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.

Assessment guidance

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

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

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.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>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 candidate IQA's performance. These must include:</p> <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning. <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p>

Assessment guidance

Unit 5 Internally assure the quality of assessment

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

All learning outcomes in this unit must be assessed using methods appropriate to the candidate's Internal Quality Assurance (IQA) 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 witness testimony.

Simulations are not allowed.

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

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

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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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.

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit

MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility.

Assessment guidance

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

The aim of this unit is to assess performance in leading the work of a team responsible for the internal quality assurance within an organisation or assessment Centre.

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

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

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

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

Evidence must come from performance in the work environment.

Section 4: Assessment and quality assurance information for tutors and assessors

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
 - 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
- Professional discussion
- Expert Witness evidence
 - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers

For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"* which forms part of the Centre Resource Pack on cachezone.

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 *the "How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications"*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre 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
- show current evidence of continuing professional development in assessment and quality assurance

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: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on www.cache.org.uk and cachezone.

QCF Support Materials Feedback Form

Qualification: CACHE Level 3 and Level 4 Awards and certificates in Assessing and Assuring the Quality of Assessment (QCF)

Name: _____ **Are you:** a Tutor / a Learner

Centre name: _____ **Centre no.:** _____

Contact details: * **Tel.:** _____

Email: _____

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1. This document is presented in a clear and accessible way and I can easily find the information I need.

1	2	3
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2. This document contains all the information I need to teach or study this qualification.

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

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Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: gcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: **01727 818613**



Section 6: Publication history

This section identifies important changes made to this document since its first publication in July 2010.

All page numbers refer to this version of the document.

- **p.21, Qualification Summary:** Credit value corrected from 3 to 12; Minimum Age corrected from 12 to 19
- **p.45, Unit 1:** Assessment criteria 6.2 and 6.3 added

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on www.cache.org.uk and cachezone.