

Foundations for Learning and Life

Level 3 Award in Assessing Competence in the Work Environment (501/1843/2)

Level 3 Award in Assessing Vocationally Related Achievement (501/1841/9)

Level 3 Certificate in Assessing Vocational Achievement (501/1842/0)

Level 4 Award in the Internal Quality Assurance of Assessment Process & Practice (501/2056/6)

Level 4 Award in Externally Assuring the Quality of Assessment Process & Practice (501/2242/3)

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1.0 About EAL

For over fifty years, EAL has been the specialist awarding organisation for engineering, manufacturing, building services and related sectors. Developed to the highest technical standards, our qualifications reflect ever-changing industry and regulatory needs. We support the providers of our qualifications with an unparalleled level of service to ensure that learners are well prepared to take the next step in their journeys, whether study, an apprenticeship or work.

Through industry partnerships with EAL centres and training providers, decades of experience supporting our core sectors, and our role as part of the Enginuity Group, we have built unrivalled knowledge and understanding of employer skills needs. As a result, EAL's skills solutions, including apprenticeship End-Point Assessment, External Quality Assurance and qualifications are respected and chosen by employers to deliver real lifelong career benefits for all our learners. That's why in the last ten years, 1.2 million people across the UK have taken EAL qualifications.

1.1 Equal opportunities and diversity

EAL expects its centres to enable learners to have equal access to training and assessment for qualifications in line with equalities legislation. Further details can be located in the EAL Equal Opportunities and Diversity Policy:

<http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents>

1.2 Customer service and feedback

Customer Experience is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high-quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the Customer Experience team:

EAL Customer Experience

Tel: +44 (0)1923 652 400

Email: Customer.Experience@eal.org.uk

2.0 Introduction to the qualifications

What are these qualifications?

These qualifications are nationally recognised as being suitable for those who wish to:

- gain an understanding of the principles and practices of assessment
- assess occupational competence in a work environment
- assess vocational or vocationally related achievement
- understand internal/external quality assurance processes and practice requirements
- carry out internal/external quality assurance

Each qualification includes 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 the first unit and gain an understanding of assessment principles and practices even before they are in a position to practice assessment. When they are ready to practice they can attempt the additional unit/s.

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 both units at the same time and, in the spirit of holistic assessment, use evidence from one to meet some of the requirements of the other.

Who are these qualifications for?

- Those who wish to become assessors of candidates' occupational competence or of their vocational skills, knowledge and understanding.
- Those who wish to learn about the principles and practices of assessment or internal and external quality assurance.
- Those who need a nationally recognised qualification in assessment or quality assurance and need to meet the requirements of the NVQ Code of Practice.

What do these qualifications cover?

These qualifications contain a variety of learning outcomes which enable the learner to gain an understanding of the principles and practices of assessing and quality assuring the processes and practices of quality assurance. Learning outcomes will vary according to the units taken. See section 3.

2.1 Status and industry support for these qualifications

The EAL Suite of Assessor and Quality Assurance of Assessment qualifications have been developed in line with the National Occupational Standards (NOS) for the industry to ensure that they meet the needs of learners and practitioners entering the sector. These qualifications are:

- Regulated by Ofqual at Level 3 and 4 (as applicable)

2.2 Achievement of the qualifications

These qualifications are gained when all the necessary units have been achieved. The centre will then be able to apply for the learner's Certificate. The learner will also receive a Certificate of Unit Credit, listing all the units they have achieved.

However if they don't manage to complete the full qualification learners can still claim a Certificate of Unit Credit for the units achieved therefore, they still have proof of their ability and could complete the qualification at a later date.

Units can also be taken individually (standalone). This manual must be used in conjunction with the delivery and assessment of any individual units to ensure that assessment requirements and methodologies are consistently applied.

2.3 Relation to Other Qualifications

These qualifications relate to a range of EAL NVQ assessor and quality assurance of assessment qualifications. Further information can be obtained from the EAL Website or alternatively contact:

EAL Customer Experience

Tel: +44 (0)1923 652 400

Email: Customer.Experience@eal.org.uk

2.4 Qualification support materials

The following materials are available for these qualifications:

- **Unit Summary:** which contain the qualification learning outcomes and assessment criteria
- **Performance Assessment Plan and Evidence record (X200):** which allows effective assessment planning and evidence cross reference tracking.

All other materials can be accessed by EAL registered Centres from the EAL Website www.eal.org.uk

3.0 Rules of combination (qualification structures)

EAL Level 3 Award in Assessing Competence in the Work Environment (501/1843/2)

This qualification will be obtained by the learner once they have successfully completed the **two** units listed below. This qualification has 9 credits and 90 hours Total Qualification Time (TQT).

Unit	Unit Title	Credit	GLH	Ofqual Code
QLDR3/001	Understanding the principles and practices of assessment	3	30	D/601/5313
QLDR3/002	Assess occupational competence in the work environment	6	30	H/601/5314

EAL Level 3 Award in Assessing Vocationally Related Achievement (501/1841/9)

This qualification will be obtained by the learner once they have successfully completed the **two** units listed below. The qualification has a minimum 9 credits and 90 hours Total Qualification Time (TQT).

Unit	Unit Title	Credit	GLH	Ofqual Code
QLDR3/001	Understanding the principles and practices of assessment	3	30	D/601/5313
QLDR3/003	Assess vocational skills, knowledge and understanding	6	30	F/601/5319

EAL Level 3 Certificate in Assessing Vocational Achievement (501/1842/0)

This qualification will be obtained by the learner once they have successfully completed the **three** units listed below. The qualification has a minimum 15 credits and 150 hours Total Qualification Time (TQT).

Unit	Unit Title	Credit	GLH	Ofqual Code
QLDR3/001	Understanding the principles and practices of assessment	3	30	D/601/5313
QLDR3/002	Assess occupational competence in the work environment	6	30	H/601/5314
QLDR3/003	Assess vocational skills, knowledge and understanding	6	30	F/601/5319

EAL Level 4 Award in the Internal Quality Assurance of Assessment Process & Practice (501/2056/6)

This qualification will be obtained by the learner once they have successfully completed the first **two** units listed below. The qualification has a minimum 12 credits and 120 hours Total Qualification Time (TQT).

Unit	Unit Title	Credit	GLH	Ofqual Code
QLDR4/004	Understanding the principles and practices of internally assuring the quality of assessment	6	45	T/601/5320
QLDR4/005	Internally assure the quality of assessment	6	45	A/601/5321
Additional optional unit - none mandated				
QLDR4/008	Plan, allocate and monitor work in own area of responsibility	5	25	H/600/9674

EAL Level 4 Award in Externally Assuring the Quality of Assessment Process & Practice (501/2242/3)

This qualification will be obtained by the learner once they have successfully completed the **two** units listed below. The qualification has a minimum 12 credits and 120 hours Total Qualification Time (TQT).

Unit	Unit Title	Credit	GLH	Ofqual Code
QLDR4/006	Understanding the principles and practices of externally assuring the quality of assessment	6	45	F/601/5322
QLDR4/007	Externally assure the quality of assessment	6	30	J/601/5323

4.0 Centre and qualification approval

Centres wishing to run the qualifications will need to comply with the Qualification Manual and EAL's centre recognition criteria for these qualifications upon accreditation and launch. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualifications. Please refer to Section 5 for the requirements of centre staff involved in the delivery of the qualifications.

For existing EAL centres to put the qualification on your centre remit:

- To add these qualifications to your centre qualification remit, create and complete a qualification approval application form in Smarter Touch and submit to EAL.

For non EAL centres to gain centre approval to run the qualification:

EAL Customer Experience

Tel: +44 (0)1923 652 400

Email: Customer.Experience@eal.org.uk

5.0 Profiles and requirements

EAL standard operating policies and procedures for assessment and quality assurance must be followed along with the specific requirements in this section.

5.1 Staff responsible for registering and certificating learners

Centres are required to appoint a suitable member of staff who can take responsibility for registering learners onto the qualification, submitting entries for externally set assessments to EAL, and taking receipt of external assessment procedures. They may also be responsible for applying to EAL for learner certificates. The role may be undertaken by the same person who undertakes quality assurance (see Section 5.4).

5.2 Teaching Staff

It is a recommendation that teaching staff will:

- Have 2 years' experience in assessment (e.g. within an N/SVQ or teaching/training environment)
or
- Be working towards an appropriate assessment qualification, such as the 'Level 3 Award in Assessing Vocationally Related Achievement'
or
- Hold an appropriate assessment qualification (as above).

They must also have:

- Knowledge and understanding of the occupation covered by these qualifications
- Knowledge and understanding of the structure and content of these qualifications

5.3 Assessors

The Centre **MUST** provide EAL with the names of any teachers, trainers or other individuals who will undertake internal assessment, so that these can be approved prior to them carrying out an assessment role.

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.

Assessors must also be:

Fully conversant with the relevant documentation, systems and procedures which EAL use to support the quality assurance process for the units against which assessment and verification is to be carried out

5.4 Quality assurance staff

This relates to staff undertaking internal verification of assessment. The Centre MUST provide EAL with the names of any teachers, trainers or other individuals who will undertake internal quality assurance, so that these can be approved prior to them carrying out this role.

Internal quality assurance staff (IQA) 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.

5.5 Learners

There are no formal entry requirements for these qualifications; however centres should ensure that the learners have the potential to achieve these qualifications. Learners must have the minimum levels of literacy and numeracy to complete the learning outcomes.

Aids or appliances, designed to alleviate disabilities, may be used during assessment, providing they do not compromise the standards required.

5.6 Age restrictions

- 19+

6.0 Assessment

For general guidance on assessment please refer to EAL's guidance documents and forms on the assessment and quality assurance of qualifications which are available to centres through our "Online Services" portal.

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 across 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.

6.1 Evidence Requirements and Assessment Guidance

Unit 1: Understanding the Principles and Practices of Assessment

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

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. **Simulations are not allowed for this unit**

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

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

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

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

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions. There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

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

Unit 3: Assess Vocational Skills, Knowledge and Understanding

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example, workshops, classrooms or other training environments. **Simulations are not allowed in this unit.**

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

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

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

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

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion. There must be evidence of the candidate assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

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

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. 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.

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 IQA's performance. These must include:

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

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or 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 Internal Quality Assurance (IQA) candidate's performance in the work environment. There must be evidence of the IQA candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

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

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

There must be valid, authentic and sufficient evidence for all the assessment criteria. 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.

Unit 7: Externally Assure the Quality of Assessment

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the external quality assurance of assessment. Evidence for all learning outcomes must come from performance in the work environment. **Simulations are not allowed for this unit.** All learning outcomes in this unit must be assessed using methods appropriate to the candidate EQA's performance. These must include:

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

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

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

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

The aim of this unit is to assess knowledge and understanding of those who plan, allocate and monitor work in their own area of responsibility, and make any necessary changes to work plans.

Evidence for all learning outcomes must come from performance in the work environment. **Simulations are not allowed for this unit.** Primary evidence must include:

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

Supplementary evidence may be gathered by:

- professional discussion,
- use of others (witness testimony),
- looking at practitioner statements.

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.

7.0 External quality control of assessment

There are two major activities in which EAL interacts with the Centre in relation to the External Quality Control of Assessment for this qualification and these are:

- **Recognition:** When a Centre decides to offer the qualification, the EAL External Verifier (EQA) ensures that the Centre is suitably equipped and prepared for delivery and assessment.
- **Engagement:** Throughout the ongoing delivery of the qualification EAL, through EQA monitoring and other mechanisms will review the quality and consistency of assessment and internal quality assurance and recommend actions to address issues of concern.

Recognition

In granting approval, EAL, normally through its EQA process, will ensure that the prospective Centre:

- Meets any procedural requirements specified by EAL.
- Has sufficient and appropriate physical and staff resources.
- Meets relevant health and safety and/or equality and access requirements.
- Has a robust plan for the delivery, assessment and QA for the qualifications (including, where appropriate, scope for involving employers).

EAL may decide to visit the Centre to view the evidence provided.

Engagement

EAL, through its **EQA** process and other mechanisms will ensure that:

- A strategy is developed and deployed for the on-going monitoring of the centre – this will be based on an active risk assessment of the Centre, and will include details of the learner, assessor and internal quality assurer's sampling strategy and the rationale behind this.
- The Centre's internal quality assurance processes are effective in learner assessment.
- Outcomes of internal assessment are verified, through sampling, to ensure standards are being maintained.
- Sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the **EQA** process.
- Reviews of EAL's external auditing arrangements are undertaken.

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Appendix 1

Learner Registration & Certification

Learners must be registered with EAL on a code which relates to the qualification -this must be completed prior to assessment. Both learner registration and certification can be completed on line at the EAL Website www.eal.org.uk. For paper based registration and certification use forms CRF1, and CAF1A. These are located in the centre operations manual

To Register the Learner on the Chosen Qualification/Pathway Code:

Qualification Title:	Code:
Level 3 Award in Assessing Competence in the Work Environment	501/1843/2
Level 3 Award in Assessing Vocationally Related Achievement	501/1841/9
Level 3 Certificate in Assessing Vocational Achievement	501/1842/0
Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice	501/2056/6A
Level 4 Award in Externally Assuring the Quality of Assessment Process and Practice	501/2242/3

