

Responses to Questions asked at QCF Training Event on 25th May 2010

Assessment - General

1. What will replace the NVQ Code of Practice?

There will be no direct replacement for the NVQ Code of Practice. The Regulatory Arrangements for the Qualifications and Credit Framework [August 2008] are in place and available on the Ofqual website www.ofqual.gov.uk.

2. Can the current paperwork used for assessment plans and IV activity still be used?

Yes, as long as they meet the requirement set out in the qualification specification. CACHE recording documents state 'the content of this document is mandatory but centres may use a centre devised form which complies with the content of this form'.

3. CACHE Assessment Principles "the learners must log the location of their evidence by inserting a page number" – You are having a laugh!

Either the learner or the assessor can enter the page number, or other appropriate reference, signposting the location of the evidence for the assessor. However, only the assessor can sign it when the assessment criteria is met.

4. Where the assessment requirements say learning outcomes 2, 3 & 4 need to be assessed in real work environment, does that mean all of or part?

This will relate to 'Be able to...' learning outcomes and means that all, not part, of the specified learning outcome must be assessed in relation to the role that the learner is carrying out in a real work environment. Competence / skills assessment criteria will need to be observed in the work environment. If there are knowledge assessment criteria in a 'Be able to ...' learning outcome, the knowledge aspect will need to relate to the work role for that learning outcome. Each assessment criterion must be achieved.

5. We have two assessment teams VQs and NVQs. Will we be expected to join together?

How your centre is organised to manage the delivery of QCF qualifications is a business decision for your centre and not a CACHE decision. You can join together or continue to operate as two teams but eventually you will all be involved in QCF qualifications.

6. What assessment methods are required for the new QCF qualifications?

The following 5 questions have been grouped together:

- Will the assessment tasks be optional?
- Knowledge and skills based units – how will they be assessed?
- Will the assessment methods be the same as current NVQs?
- Assessment methods – help if in line with requirements of functional skills.
- Unit assessment methods needs to say it's mandatory.

A range of assessment methods have been recommended by CACHE for each unit within each qualification. The assessment methods will be familiar to those who have been involved in NVQs. One of these methods is a task set by CACHE for the knowledge learning outcomes. The CACHE assessment guidance explains that CACHE offers a flexible approach where centres can use the most effective method for individual learners so completion of the specified task is optional. However, you will need to ensure that you either use one of the recommended methods to evidence achievement of all assessment criteria or you will need to inform your centre advisor of any other methods not listed in the qualification specification that you would like to use. Information on recommended assessment methods can be found in each qualification specification in the assessment section for each unit.

7. Should observation evidence methods be identified on the unit assessment record?

Given that direct observation of competence based assessment is the primary source of evidence CACHE, will review their recording documentation to see if this can be incorporated.

Assessment – Qualification Specific Questions

8. Can learners take level 2 units as part of level 3 qualification Early Years Pathway [in the Level 3 Diploma for the Children and Young People’s Workforce]?

No, there are no level 2 units in the Level 3 Diploma for the Children and Young People’s Workforce.

9. Does each assessment criteria have to be assessed once?

This depends on the Assessment Strategy / Principles that support the qualification:

- **Children and Young People’s Workforce qualifications**
- **Supporting Teaching and Learning in Schools qualifications**
- **Supporting the Wider Curriculum in Schools qualification**
- **Specialist Support for Teaching and Learning in Schools qualification**
- **Cover Supervision qualification**

A learner has achieved the assessment criteria when the assessor has made the judgement that there is sufficient evidence to show competence or knowledge to achieve the assessment criteria. This may be once or more than once.

- **Playwork qualification**

Units in the Level 2 Playwork Award and Certificate are mainly knowledge focused and need to show evidence that the candidate can provide evidence to meet the assessment criteria. This may be once or more than once. However, the units that are unique to the Diploma are not intended to be a snapshot of the learner’s work, but should provide a confirmation that the learner meets the national occupational standards on a consistent basis in the workplace over time.

10. Unit 3.6 level 3 final draft point 3 – ‘demonstrate’ section also has an ‘analyse’ 3.3 - evidence that can’t be done by the assessor if it’s asking the learner to analyse.

If ‘analyse’ appears in a ‘Be able to ...’ learning outcome, it refers to the skills or competences that have been observed or assessed in the learner’s work role. The analysis needs to relate to the work role requirements of the particular learning outcome. Evidence may be produced as a reflective study of the activities or process that has been observed or by using any other performance related method.

Assessment Strategies / Principles – Requirements of Centre Staff

11. Who will be eligible to assess, internally moderate and internally verify the new QCF qualifications at my centre?

The following 12 questions have been grouped together:

- Will college lecturers who delivered VRQ programmes (did not need A/V awards) need to do a qualification?
- Will those in VQ centres need to do the A\V units? How can this be achieved before it starts?
- Who will assess work based competences – practitioners or teachers?
- If some staff do not already have an assessment qualification – is it mandatory for them to acquire the new one?
- Will tutors need to gain assessor qualifications?
- Does the person that teaches the knowledge part of the new qualification need to have occupational competence?
- If no-one is A1 qualified at present will this prevent us offering new qualifications?
- Do staff making judgements need to hold A1?
- Do we still need internal verifiers?
- What qualifications will assessors / verifiers need?
- Can we use our placement officers currently seeing candidates in the workplace to assess these qualifications?
- Will placement assessors be able to assess any of the learning outcomes to be achieved in the workplace?

For QCF qualifications, centres will still need to access individuals who are able to **assess** and **internally quality assure** their delivery. The terminology has changed between NQF and QCF, but the premise remains the same.

Units in QCF have been developed in line with the specific **Assessment Strategies / Principles** of different Sector Skills Councils (SSCs). Requirements of staff assessing and quality assuring at unit level within a qualification are dependent on which SSC Assessment Strategy / Principles applies to that unit.

Some of the Assessment Strategies / Principles drafted to date by Sector Skills Councils that relate to CACHE qualifications refer to some common QCF terminology summarised below:

Occupationally competent

This means that the assessor / quality assurer must be capable of carrying out the full requirements within the competency units they are assessing / quality assuring. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable

This means that the assessor / quality assurer should possess relevant knowledge and understanding. They should be able to assess / quality assure this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions

Assessors making assessment decisions must have the necessary expertise to do so. For some Sector Skills Councils, this may additionally mean holding a specific qualification, or be working towards one, to support the making of appropriate and consistent assessment decisions.

Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert Witness

An expert witness must:

- Have a working knowledge of the QCF units for which they are providing witness testimony;
- Be occupationally competent in their area of expertise;
- Have either any qualification that includes assessment of workplace performance or a professional work role which involves evaluating everyday practice of staff.

Below are the key differences between the Assessment Strategies / Principles currently available in finalised or draft format from the Sector Skills Councils which CACHE qualifications link to. Centres need to ensure that individuals undertaking assessor or quality assurer roles within their centre conform to the SSC assessment requirements for the unit they are assessing / quality assuring.

Training and Development Agency (TDA) Assessment Principles

... for the new Support Work in Schools, Supporting Teaching & Learning in Schools, Supporting the Wider Curriculum in Schools, Specialist Support for Teaching and Learning in Schools and Cover Supervision qualifications.

- **Knowledge Units**
 - **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 Units**
 - **Assessors** will need to be both **occupationally competent** and **with the expertise** to make assessment decisions;
 - **Internal Quality Assurers** will need to be both **occupationally knowledgeable** and **qualified** to make quality assurance decisions;

Skills for Care and Development (SfC&D) DRAFT Assessment Principles

... for the new Children and Young People's Workforce qualifications:

- **Knowledge Units**
 - **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 Units**
 - **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;

Skills for Justice Assessment Strategy

... for some units within the new CWDC Children and Young People's Workforce qualifications:

- **Knowledge Units**
 - **Assessors** will need to be both **occupationally competent** and either **qualified or trained through an agreed programme** to make assessment decisions;
 - **Internal Quality Assurers** will need to be both **occupationally knowledgeable** and either **qualified or trained through an agreed programme** to make quality assurance decisions;
- **Competence / Skills Units**
 - **Assessors** will need to be both **occupationally competent** and either **qualified or trained through an agreed programme** to make assessment decisions;
 - **Internal Quality Assurers** will need to be both **occupationally knowledgeable** and either **qualified or trained through an agreed programme** to make quality assurance decisions;

SkillsActive

...for the new Level 2 Playwork qualifications

- **Units of L2 Award and Certificate** (predominantly knowledge based)
 - **Assessors** will need to be **occupationally competent** and SkillsActive additionally recommend that they are trained and experienced in assessment;
 - **Internal Quality Assurers** need to be **occupationally competent** and SkillsActive additionally recommend that they are trained and experienced in making quality assurance decisions;
- **Unique Units of L2 Diploma** (predominantly competence / skills based)
 - **Assessors** will need to be both **occupationally competent** and **qualified** to make assessment decisions;
 - **Internal Quality Assurers** will need to be both **occupationally competent** and **qualified** to make quality assurance decisions;

Skills for Health

No Assessment Strategy / Principles document is yet available for Health and Social Care qualifications in either England or Wales.

Qualifications for Assessors and Quality Assurers

Where qualifications are required of assessors or quality assurance staff, existing qualifications such as D32, D33, D34, A1 or V1 remain appropriate.

Centres should also be aware of the new **Assessing and Assuring the Quality of Assessment qualification suite** developed by the Sector Skills Council Lifelong Learning UK (LLUK) for staff who want or need to undertake an assessing or quality assuring qualification. These will be available via CACHE from September 2010.

The existing approach whereby individuals 'working towards' an assessment or quality assurance qualification have their judgements countersigned by a qualified assessor / quality assurer will remain applicable.

12. What are QCF requirements for Continual Professional Development (CPD) for both assessors and internal verifiers?

There are two aspects to maintaining CPD. The first is in the assessment process and the second is in vocational competence and knowledge.

CPD requirements in the assessment process:

From September 2010 there will be a new **Assessing and Assuring the Quality of Assessment qualification suite** for QCF developed by the Sector Skills Council Lifelong Learning UK (LLUK). It is important that assessors and quality assurers that have a D32, D33, D34, A1 or V1 are up to date with the current requirements of the assessor/ quality assurer process within this qualification suite. Each assessor and quality assurer will need to provide evidence of up to date knowledge of the assessor and quality assurance requirements

CPD requirements in vocational knowledge and skills:

Assessors, and where appropriate quality assurers, will need to retain evidence of CPD for the vocational requirements of the units that they are assessing or quality assuring. This can be produced in a variety of ways dependant on the units being assessed or quality assured.

13. What about tutor qualifications to deliver training – PTLL, CTLL, DTLL?

There are no QCF regulatory requirements or Sector Skill Council requirements for tutors who are delivering learning to have specific qualifications. It is those who make the assessment judgements and internal quality assurers who will need to meet specific criteria. But other regulatory bodies for example OFSTED may require these.

Childminders

14. Is there a stand alone unit that can be used as pre-registration training for childminders?

The following 2 questions have been grouped together:

- It would be useful to have on the web how to do 'Home Based Setting' unit as a stand alone unit for pre-reg training.
- Can the optional unit 'understand how to set up a home based child care service' be used as pre-registration training for childminders? If so, can this be done as a stand alone unit?

The unit 'Understand how to set up a home based child care service' is an optional unit in the Level 3 Diploma for the Children and Young People's Workforce. This can be downloaded from the optional units which will be available on CACHE website. It can be offered as a stand alone unit and you will be able to register with CACHE for one unit only.

15. Will registered childminders be able to achieve a level 3 diploma within their own setting?

Yes, as long as they have the relevant aged children in their care for the units chosen.

Delivery

16. What pathway is more suitable for learners working with children 5+ Is it possible to do CYPW? Is this STL?

The Level 3 Diploma for the Children and Young People's Workforce (CYPW) covers the age range of children and young people from birth to their 19th birthday. For the pathways within this qualification the learner will need to be working in the relevant work role for the units chosen. The early learning and childcare pathway can be achieved by learners who are working in a setting that is delivering an early years framework. For the Early Years Foundation Stage this will be until the child moves into key stage one or 5years 11 months.

The Supporting Teaching and Learning (STL) is a different qualification and is not a pathway within the Level 3 Diploma CYPW. To achieve the STL qualifications, the learner must be in a school real work environment.

17. For 16-19 full time learners would you recommend colleges setting a timetable of units to be offered set in stone rather than allowing learners to chose?

A delivery model will be agreed within your college setting to meet the requirements of the funding arrangements for these learners. This is a business decision for your centre and not a CACHE decision.

First Aid

18. Is First Aid included in the Level 3 Diploma for the Children's and Young People's Workforce qualification?

The following 2 questions have been grouped together:

- First aid at level 3 – so they need to do this?
- Why is there no paediatric first aid requirement in level 3?

The Children's Workforce Development Council (CWDC) has not put First Aid units in the Level 3 Diploma for the Children's and Young People's Workforce qualification. If learners want to undertake First Aid training, this will need to be studied separately.

19. Will First Aid directly APL?

No. First Aid is not a requirement of the Level 3 Diploma for the Children's and Young People's Workforce qualification. The First Aid units are mandatory for the Level 2 Certificate for the Children's and Young People's Workforce qualification so would need to be re-assessed or carried forward as credit transfer if the exact same units have been previously achieved.

Placement / Real Work Environment

20. Can work placements be voluntary or must learners be employed?

Work in the real work environment can be either voluntary or employed. The requirement is only that the learner is able to gain sufficient experience to be able to show competence in the requirements of the unit.

21. Will students be expected to undertake less placements ie: rather than 6 perhaps just one or two?

Learners will need to work in a real work environment relevant to the unit that they are studying to show the assessor that they are competent in the relevant roles within the unit for the age ranges specified. This could be in one or more work environments dependant on the units chosen.

22. Is work experience classed as learner hours?

The work experience has not been defined as learner hours but the time for assessment of skills to show competence has.

23. Can you define real working conditions please?

A real work environment is a setting that is a real work place with real children and/or young people which is relevant to the unit the learner is working towards.

24. How many days / hours work experience is required at level 3 and level 2?

CACHE has only made recommendations for the amount of time a learner should spend on work experience. The length of time required to evidence achievement of all assessment criteria will vary from learner to learner.

Level 3 Diploma for the Children's and Young People's Workforce recommendation:

A learner who has no previous experience of working with children and young people **would benefit** from working in a real work environment for a minimum of **2 days each week** throughout their period of study to achieve the qualification. In addition, learners would gain valuable experience from attending block weeks to gain a full understanding of the children or young people's differing needs and the full range of activities that occur in the work role. For a learner, who has no previous experience of working with children and young people, **CACHE recommends approximately 400 hours** working in real work environments – however this does depend on the learner.

Level 2 Certificate for the Children's and Young People's Workforce recommendation:

A learner who has no previous experience of working with children and young people **would benefit** from working in a real work environment for a minimum of **1 day each week** throughout their period of study to achieve the qualification. In addition, learners would gain valuable experience from attending block weeks to gain a full understanding of children or young people's differing needs and the full range of activities that occur in the work role. For a learner, who has no previous experience of working with children and young people, **CACHE recommends approximately 200 hours** working in real work environments – however this does depend on the learner.

25. It may prove difficult to find learners a practical placement to facilitate assessment for a short period of time.

Learners will need to be working in a real work environment for sufficient time to gain the knowledge and experience required to achieve the assessment criteria before the skills assessment can be carried out by the assessor.

26. Will there be a placement officer again – like the old DCE, DNN?

This is a business decision for the centre and will depend on how centres manage their staff and their job roles. It is not a CACHE decision.