



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 3 Award in Understanding the Principles and Practices of Assessment

Qualification No: 600/0740/0

NOCN Level 3 Award in Assessing Competence in the Work Environment

Qualification No. 600/0742/4

NOCN Level 3 Award in Assessing Vocationally Related Achievement

Qualification No. 600/0741/2

NOCN Level 3 Certificate in Assessing Vocational Achievement Qualification

Qualification No. 600/0739/4

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

Qualification No. 600/0734/5

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

Qualification Approval No. 600/0735/7

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

Qualification Approval No. 600/0730/8

Operational Start Date

1 February 2011

Version

5.1 – January 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with centres for the benefit of learners across the country, with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantages of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This document details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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1. About the qualifications

NOCN produced a range of qualifications in conjunction with Lifelong Learning UK that cover assessment and the quality assurance of assessment.

The qualifications for assessors are:

- **NOCN Level 3 Award in Understanding the Principles and Practices of Assessment**
- **NOCN Level 3 Award in Assessing Competence in the Work Environment**
- **NOCN Level 3 Award in Assessing Vocationally Related Achievement**
- **NOCN Level 3 Certificate in Assessing Vocational Achievement**

The qualifications for internal quality assurance staff are:

- **NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice**
- **NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**
- **NOCN Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice**

Lifelong Learning UK developed the qualifications following a review of the National Occupational Standards (NOS) for Learning and Development, which involved consultation with several hundred individual practitioners, managers and organisations as well as relevant awarding organisations, Sector Skills Councils, regulators and other key stakeholders across the UK.

In parallel with the NOS consultation they consulted on the future types of qualifications which the learning and development community expected to result from the revised NOS. Once the new NOS were agreed, LLUK conducted preliminary discussions with awarding organisations and regulators that resulted in draft units and unit Rules of Combination.

The qualifications supersede the following from the National Qualifications Framework (NQF):

- Level 3 Award in Assessing Candidates' Performance Using a Range of Methods (A1)
- Level 3 Award in Assessing Candidates' Performance through Observation (A2)
- Level 4 Award in Conducting Internal Quality Assurance of the Assessment Process (V1)

Equivalencies:

The previous and current assessor awards: D32/33, A1, A2 and internal verifier awards: D34, V1 are equivalencies for these new qualifications.

For non NVQ provision the NOCN Tutor Assessor Awards and Internal Verifier Awards are also equivalent qualifications.

Guided Learning Hours

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by GLH may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 GLH hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

The GLH was set by LLUK for each qualification, and is outlined in the table on the next page.

Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time.

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

Assessor qualifications

Title	Credit Value	GLH	TQT
NOCN Level 3 Award in Understanding the Principles and Practices of Assessment	3	24	30
NOCN Level 3 Award in Assessing Competence in the Work Environment	9	54	90
NOCN Level 3 Award in Assessing Vocationally Related Achievement	9	54	90
NOCN Level 3 Certificate in Assessing Vocational Achievement	15	84	150

Internal quality assurance qualifications

Title	Credit Value	GLH	TQT
NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	6	45	60
NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	12	90	120
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	17	120	170

Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional learning or support requirements will take much longer.

Relationship with National Occupational Standards

The NOCN Assessment and Internal Quality Assurance of Assessors qualifications are related to the National Occupational Standards (NOS) developed by LLUK. The qualifications provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in Assessment and Quality Assurance.

Language Requirements

If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact NOCN who will review demand and provide as appropriate.

Northern Ireland Entitlement Framework

The NOCN Assessment and Internal Quality Assurance of Assessor qualifications are not included on the Northern Ireland Entitlement Framework.

2. Who the qualifications are for

Assessor Qualifications

The **NOCN Level 3 Award in Understanding the Principles and Practices of Assessment** is for those who wish to gain an understanding of the principles and practice of assessment without any need to practice as assessors.

The **NOCN Level 3 Award in Assessing Vocationally Related Achievement** will be valuable to ensure that staff assessing non-NVQ or non-competence-based vocational qualifications within the QCF on a 'devolved' basis meet agreed standards of assessment.

The **NOCN Level 3 Award in Assessing Competence in the Work Environment** is for assessors who deliver QCF qualifications that use the term 'NVQ' in their title and for other non-NVQ staff whose purpose is **D1 Confirm occupational competence**.

The **NOCN Level 3 Certificate in Assessing Vocational Achievement** will be appropriate for those whose role involves the assessment of both occupational competence and vocationally related achievement.

Internal Quality Assurance Qualifications

The **NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice** is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice.

The **NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice** qualification is intended for those who maintain the quality of assessment from within an organisation or assessment centre.

The **NOCN Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice** qualification is intended for those who lead a team of internal quality assurance staff.

The minimum age for access to these qualifications is 16 years old.

Entry Requirements

Learners undertaking the units titled **Understanding the Principles and Practices of Assessment** and **Understanding the Principles and Practices of Internally Assuring the Quality of Assessment** do not have to be assessing or internally quality assuring learner work.

Learners undertaking the assessment units titled **Assess Occupational Competence in the Work Environment** and **Assess Vocational Skills, Knowledge and Understanding** or **Internally Assure the Quality of Assessment** must be engaged in the assessment or internal quality assurance of learner work.

Learners undertaking the unit titled **Plan, Allocate and Monitor Work in Own Area of Responsibility** should be involved in the active coordination of the internal verification of accredited learning.

Level Descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgment within limited parameters.</p>

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgment within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	<p>Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine.</p> <p>Analyse, interpret and evaluate information and ideas.</p> <p>Be aware of the nature and approximate scope of the area of study or work.</p> <p>Have an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Identify, adapt and use appropriate methods and skills.</p> <p>Initiate and use appropriate investigation to inform actions.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>	<p>Take responsibility for courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgment within broad but generally well-defined parameters.</p>

Extracted from Level descriptor's document on QCDA's website October 2008

Recognition of Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example, through accredited units or qualifications, or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

Progression Opportunities

The NOCN Assessor qualifications and Internal Quality Assurance qualifications enable progression to employment, further learning opportunities within employment, or further study.

Learners can progress from the assessor to the internal quality assurance role and if appropriate, over time, the external quality assurance role. Learners may also wish to add these qualifications to their teaching qualifications and/or Learning and Development qualifications.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

3. Achieving the qualifications

Rules of Combination - Qualifications for Assessors

There are three Level 3 Awards and one Level 3 Certificate for assessors. Each qualification has one or more units in common.

Qualification Title	Units
NOCN Level 3 Award in Understanding the Principles and Practices of Assessment 3 mandatory credits	<div style="background-color: #FFD700; padding: 5px; text-align: center;"> Unit 1: Understanding the principles and practices of assessment 3 credits </div>
NOCN Level 3 Award in Assessing Competence in the Work Environment 9 mandatory credits.	<div style="background-color: #FFD700; padding: 5px; text-align: center;"> Unit 1: Understanding the principles and practices of assessment 3 credits </div> <div style="background-color: #D2B48C; padding: 5px; text-align: center;"> Unit 2: Assess occupational competence in the work environment 6 credits </div>
NOCN Level 3 Award in Assessing Vocationally Related Achievement 9 mandatory credits.	<div style="background-color: #FFD700; padding: 5px; text-align: center;"> Unit 1: Understanding the principles and practices of assessment 3 credits </div> <div style="background-color: #00B0F0; padding: 5px; text-align: center;"> Unit 3: Assess vocational skills, knowledge and understanding 6 credits </div>
NOCN Level 3 Certificate in Assessing Vocational Achievement 15 mandatory credits.	<div style="background-color: #FFD700; padding: 5px; text-align: center;"> Unit 1: Understanding the principles and practices of assessment 3 credits </div> <div style="background-color: #D2B48C; padding: 5px; text-align: center;"> Unit 2: Assess occupational competence in the work environment 6 credits </div> <div style="background-color: #00B0F0; padding: 5px; text-align: center;"> Unit 3: Assess vocational skills, knowledge and understanding 6 credits </div>

Rules of Combination - Qualifications for internal quality assurance staff

There are two Level 4 Awards and one Level 4 Certificate for internal quality assurance staff. Each qualification has one or more units in common.

Qualification Title	Units
NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice 6 mandatory credits	<div style="background-color: #ADD8E6; padding: 5px; border: 1px solid black; text-align: center;"> Unit 4: Understanding the principles and practices of internally assuring the quality of assessment 6 credits </div>
NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice 12 mandatory credits	<div style="background-color: #ADD8E6; padding: 5px; border: 1px solid black; text-align: center;"> Unit 4: Understanding the principles and practices of internally assuring the quality of assessment 6 credits </div> <div style="background-color: #9370DB; padding: 5px; border: 1px solid black; text-align: center; margin-top: 5px;"> Unit 5: Internally assure the quality of assessment 6 credits </div>
NOCN Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice 17 mandatory credits	<div style="background-color: #ADD8E6; padding: 5px; border: 1px solid black; text-align: center;"> Unit 4: Understanding the principles and practices of internally assuring the quality of assessment 6 credits </div> <div style="background-color: #9370DB; padding: 5px; border: 1px solid black; text-align: center; margin-top: 5px;"> Unit 5: Internally assure the quality of assessment 6 credits </div> <div style="background-color: #90EE90; padding: 5px; border: 1px solid black; text-align: center; margin-top: 5px;"> Unit 8: Plan, allocate and monitor work in own area of responsibility 5 credits </div>

Dual / Multiple Awarding of Qualifications

Due to the nature of the Rules of Combination of the Assessor suite of qualifications and Internal Quality Assurance of Assessment suite of qualifications learners may automatically be awarded two to four qualifications in the achievement of a single qualification.

For example a learner achieving the **NOCN Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice** (made up of units 4, 5 and 8) will also achieve the **NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice** (made up of units 4 and 5) and **NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice** (made up of unit 4) by default.

Achievement Methodology

Who sets the assessment tasks?

- There is a benchmark assessment task attached to the **Understanding the Principles and Practices of Assessment** and **Understanding the Principles and Practices of Internally Assuring the Quality of Assessment** units. These are a guide to providers to indicate level, depth of knowledge and competence to be evidenced at the different levels. Providers may use these benchmark assessment tasks in addition to any tasks which they wish to develop.

Who approves the assessment tasks?

- All tasks must be pre-quality assured by the internal quality assurer for the course, before they are issued to learners.

Who marks the assessment tasks?

- All assessment tasks are assessed and internally quality assured by the Provider and then come to the national NOCN external quality assurance cluster events for final confirmation of achievement.

4. The qualification units

The units listed below can be downloaded from the relevant subject pages on the NOCN website.

New qualifications for assessors

NOCN Level 3 Award in Understanding the Principles and Practices of Assessment

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
D/601/5313	Understanding the Principles and Practices of Assessment	Mandatory	3	3

NOCN Level 3 Award in Assessing Competence in the Work Environment

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
H/601/5314	Assess Occupational Competence in the Work Environment	Mandatory	6	3
D/601/5313	Understanding the Principles and Practices of Assessment	Mandatory	3	3

NOCN Level 3 Award in Assessing Vocationally Related Achievement

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
F/601/5319	Assess Vocational Skills, Knowledge and Understanding	Mandatory	6	3
D/601/5313	Understanding the Principles and Practices of Assessment	Mandatory	3	3

NOCN Level 3 Certificate in Assessing Vocational Achievement

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
H/601/5314	Assess Occupational Competence in the Work Environment	Mandatory	6	3
F/601/5319	Assess Vocational Skills, Knowledge and Understanding	Mandatory	6	3
D/601/5313	Understanding the Principles and Practices of Assessment	Mandatory	3	3

New qualifications for internal quality assurance staff

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

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
T/601/5320	Understand the Principles and Practices of Internally Assuring the Quality of Assessment	Mandatory	6	4

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

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
T/601/5320	Understand the Principles and Practices of Internally Assuring the Quality of Assessment	Mandatory	6	4
A/601/5321	Internally Assure the Quality of Assessment	Mandatory	6	4

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

Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
T/601/5320	Understand the Principles and Practices of Internally Assuring the Quality of Assessment	Mandatory	6	4
A/601/5321	Internally Assure the Quality of Assessment	Mandatory	6	4
H/600/9674	Plan, Allocate and Monitor Work in Own Area of Responsibility	Mandatory	5	4

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given in Appendix 1.

5. How the qualifications are assessed

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessment should be holistic and include appropriate links across a unit and/or with other units.
- Assessments are internally set at the Centre by assessors, and pre-verified and approved by the internal quality assurer against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally quality assured by an internal quality assurer at the Centre
- The portfolios of assessed evidence are externally quality assured by an external quality assurer appointed by NOCN.

Flow chart for Confirmation of Achievement for Assessor and Internal Quality Assurance Qualifications

Step 1	Step 2	Step 3
Tutor assesses learner evidence for assessment tasks and determines achievement on Recommendation for the Award of Credit (RAC) at assessment events.	Internal quality assurer samples from every learner and confirms achievement on RAC at Internal Quality Assurance (IQA) events.	External quality assurer samples from all course runs and confirms achievement on RAC at External Quality Assurance (EQA) events.

Simulations

1. Simulations in the assessor or internal quality assurer role are only permitted for the **Understanding the Principles and Practices of Assessment** and **Understanding the Principles and Practices of Internally Assuring the Quality of Assessment** units where the learner is not assessing or quality assuring learner work and they need to identify what would be required even though they are not putting it into practice.
2. Simulation of the work being assessed can only occur as part of the evidence for the unit: Assess vocational skills, knowledge and understanding, where the learner assessor needs a learner to produce an artefact/carry out an activity etc. against which they can make assessment judgements.

5.1 Unit Assessment

Achievement of units is through internally set and approved, internally assessed, internally quality assured and externally quality assured tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments must be pre-verified and approved by the Internal Quality Assurer before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external quality assurer to ensure reliability and validity of assessment.

Flow chart for Approval of Assessment Tasks for Assessor and Internal quality assurance qualifications

Step 1	Step 2	Step 3
Tutor develops assessment tasks.	Internal quality assurer pre-verifies and approves tasks before use.	External quality assurer continues to scrutinise approved tasks at external quality assurance events.

Assessment requirements specified by LLUK

See Appendix 2 for exemplar assessment tasks

Unit 2: Assess Occupational Competence in the Work Environment

Assessment requirements specified by LLUK
<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.

Unit 3: Assess Vocational Skills, Knowledge and Understanding

Assessment requirements specified by LLUK
<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>

Unit 5: Internally Assure the Quality of Assessment

Assessment requirements specified by a sector or regulatory body (if appropriate)
<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> <p>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.</p>

5.2 Marking Tasks

Each task must be marked against the identified unit assessment criteria and judged to be, either - 'achieved' or 'not achieved'. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed 'achieved'. The unit achievement is not banded or graded; units are either 'achieved' or 'not achieved'.

5.3 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

5.4 Standardisation

Centres will be required to provide samples of assessment tasks for the standardisation activity.

6. Offering the qualification

Recognised Centres

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

7. Quality Assurance and Standardisation

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Centres offering these qualifications must provide internal quality assurance to ensure assessment meets all awarding organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, NOCN will ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

NOCN will apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

Lifelong Learning UK will also expect the different awarding organisations offering these qualifications to meet on a regular basis through an Awarding Organisation Forum to compare practice and identify issues of concern.

7.2 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.

7.3 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.

7.4 Externally Verifying the Qualifications:

- External verification is carried out 3 times a year in a cluster of regions and providers from those regions.
- As the number of providers grows, additional, more locally based events will be added to the cluster model.
- All providers participate in the events if they have portfolios going forward.
- The External Verifier is appointed to the cluster.
- The External Verifier will determine the sample to come forward.
- Direct Claims Status is NOT available for these qualifications.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

7.5 Standardisation

- Standardisation occurs within each external quality assurance cluster event.
- Standardisation will occur annually arranged by NOCN.

7.6 Evaluation and Review

- Evaluation and review will be ongoing.
- Evaluation and review of assessment methodology will occur annually.
- As appropriate, changes to the requirements of any aspect of the qualification will be approved by LLUK before distribution to providers.

NOCN will provide guidance and give support in enabling you to use these qualifications.

7.7 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.

Appendix 1

NOCN Credit and Qualification Assessment Definitions for Assessing and Assuring the Quality of Assessment

LEVEL DESCRIPTORS

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
Level 3	<p>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories.</p> <p>Access and evaluate information independently.</p> <p>Analyse information and make reasoned judgements.</p> <p>Employ a range of responses to well defined but often unfamiliar or unpredictable problems.</p>	<p>Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills.</p> <p>Select from a considerable choice of procedures.</p> <p>Give presentations to an audience.</p>	<p>Engage in self directed activity with guidance /evaluation.</p> <p>Accept responsibility for quality and quantity of output.</p> <p>Accept limited responsibility for the quantity and quality of output from others.</p>
Level 4	<p>Develop a rigorous approach to the acquisition of a broad knowledge base.</p> <p>Employ a range of specialised skills.</p> <p>Determine solutions to a variety of unpredictable problems.</p> <p>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems.</p> <p>Evaluate information, using it to plan and develop investigative strategies.</p>	<p>Operate in a range of varied and specific contexts involving creative and non-routine activities.</p> <p>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources.</p>	<p>Undertake self directed and a limited amount of directive activity.</p> <p>Operate within broad general guidelines or functions.</p> <p>Take responsibility for the nature and quantity of outputs.</p> <p>Meet specified quality standards.</p>

Extracted from Level descriptor's document on QCDA's website October 2008

Qualifications for Assessors

Please note: Recognition of Prior Learning is available for all completed accredited units where the full qualification has not yet been achieved

Name of qualification	Units within qualification	Assessment Activities
NOCN Level 3 Award in Understanding the Principles and Practices of Assessment	Unit 1 – Understanding the Principles and Practices of Assessment	Assess using methods appropriate to the assessment of knowledge and understanding <ul style="list-style-type: none"> • Written assignment • Case Studies • Professional discussion
It is actively encouraged that one piece of evidence is used to meet the requirements of more than one learning outcomes or assessment criterion.		
NOCN Level 3 Award in Assessing Competence In the Work Environment	Unit 1 – Understanding the Principles and Practices of Assessment Unit 2 – Assess Occupational Competence in the Work Environment	The suggested list above and <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

		<p>*As a minimum performance evidence must be present for these three assessment activities</p> <p>The performance evidence must be assessed by observation, examining products of work and questioning/discussions.</p> <p>There must be evidence of the candidate assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total).</p> <p>Evidence must not come from assessing another candidate assessor</p> <p><i>Simulations are not permitted</i></p>
<p>Holistic assessment is encouraged so that one piece of evidence is used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>Where possible it is suggested that assessment activities are used to assess learning outcomes and assessment criteria from both units.</p>		
<p>NOCN Level 3 Award in Assessing Vocationally Related Achievement</p>	<p>Unit 1 – Understanding the Principles and Practices of Assessment</p> <p>Unit 3 – Assess Vocational Skills, Knowledge and Understanding</p>	<p>Those identified for NOCN Level 3 Award in Understanding the Principles and Practices of Assessment and</p> <ul style="list-style-type: none"> • Assessment of learner in a simulated environment • Skills tests • Oral and written questions • Assignments • Projects • Case studies • Recognising Prior Learning

		<p>As a minimum, there must be performance evidence for at least three of the above assessment activities.</p> <p>The performance evidence must be assessed by observation, examining products of work and questioning/discussions.</p> <p>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)</p> <p>Simulations are not permitted</p>
<p>Holistic assessment is encouraged so that one piece of evidence is used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>Where possible it is suggested that assessment activities are used to assess learning outcomes and assessment criteria from both units.</p>		
<p>NOCN Level 3 Certificate in Assessing Vocational Achievement</p>	<p>Unit 1 – Understanding the Principles and Practices of Assessment</p> <p>Unit 2 – Assess Occupational Competence in the Work Environment</p> <p>Unit 3 – Assess Vocational Skills, Knowledge and Understanding</p>	<p>Follow the assessment information as stated above for units 1, 2 and 3.</p> <p>The certificate is a combination of units that have already been discussed.</p>
<p>Holistic assessment is encouraged so that one piece of evidence is used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>Where possible it is suggested that assessment activities are used to assess learning outcomes and assessment criteria from all units.</p>		

Qualifications for Internal Quality Assurance staff

Please note: Recognition of Prior Learning is available for all completed accredited units where the full qualification has not yet been achieved

Name of qualification	Units within qualification	Assessment Activities
NOCN Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice	Unit 4 – Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	Assess using methods appropriate to the assessment of knowledge and understanding <ul style="list-style-type: none"> • Written assignment • Professional discussion • Oral questions and answers
It is actively encouraged that one piece of evidence is used to meet the requirements of more than one learning outcomes or assessment criterion.		
NOCN Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	Unit 4 – Understanding the Principles and Practices of Internally Assuring the Quality of Assessment Unit 5 – Internally Assure the Quality of Assessment	The suggested list above and <ul style="list-style-type: none"> • Observation of performance • Examining products of work • Questioning • Written assignment • Professional discussion All learning outcomes in this unit must be assessed using the above activities. Direct evidence from the above can be

		<p>supplemented with professional discussion, reflective accounts or witness testimony if necessary.</p> <p><i>Simulations are not permitted</i></p>
<p>Holistic assessment is encouraged so that one piece of evidence is used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>Where possible it is suggested that assessment activities are used to assess learning outcomes and assessment criteria from both units.</p>		
<p>NOCN Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice</p>	<p>Unit 4 – Understanding the Principles and Practices of Internally Assuring the Quality of Assessment</p> <p>Unit 5 – Internally Assure the Quality of Assessment</p> <p>Unit 8 – Plan, Allocate and Monitor Work in Own Area of Responsibility</p>	<p>Follow the assessment information as stated above for units 4 and 5</p> <p>For unit 8, the assessment activities for unit 5 are repeated. This is shown below.</p> <ul style="list-style-type: none"> • Observation of performance • Examining products of work • Questioning <p>All learning outcomes in this unit must be assessed using the above activities. Direct evidence from the above can be supplemented with professional discussion, reflective accounts or witness testimony if necessary.</p>
<p>Holistic assessment is encouraged so that one piece of evidence is used to meet the requirements of more than one learning outcome or assessment criterion.</p> <p>Where possible it is suggested that assessment activities are used to assess learning outcomes and assessment criteria from all units.</p>		

Case Studies

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation.
- Class discussion.
- One to one.
- Group tutorial discussion.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Summary of class discussion.
- Tutorial notes.
- Audio/video/photographic record.

	Activity	Assessment	Evidence
Level Three	Case studies should allow for the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio/video/photographic record or written work.
Level Four	Case studies should allow for the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and analysis to be made (GL = 1200 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio/video/photographic record or written work.

Oral Question and Answer and Questioning the Learner

Specific, open or closed questions for immediate response. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio / video record

	Activity	Assessment	Evidence
Level Three	Questions should be structured to cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a short structured two way discussion.	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record of questions and responses, learner log or audio / video record.
Level Four	Questions should be structured to cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. They should be key in assessing understanding, stimulating thinking and transferring and applying knowledge, i.e. hypothetical, probing or multiple choice etc. The process may be time limited and formal, or may be a short structured two way discussion.	Assessment by tutor, with a significant degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record of questions and responses, learner log or audio / video record.

Written Question & Answer/Test (Skills)/Exam and Learner Statement

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:

- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback

	Activity	Assessment	Evidence
Level Three	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.
Level Four	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret, transfer and apply knowledge rather than just testing recall. The process may be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

Observation of Performance and Skills Test

Enables skills to be seen in action. Can also provide the basis for holistic assessment practices, i.e. several aspects of a qualification can be assessed at the same time. Allows for immediate feedback from tutor.

The learning may be assessed by:

Tutor

Other designated professional

Evidence could include:

- Formal written tutor observation report
- Formal written observation report by other designated professional
- Video record

	Activity	Assessment	Evidence
Level Three	The observation should be chosen with the tutor to allow for the application of knowledge and demonstration of skills in a range of complex areas, in a variety of contexts.	Assessment by tutor or other designated professional	Evidence could be; formal written tutor observation report, formal written observation report by other designated professional, video record
Level Four	The observation should be chosen with the tutor (but with a greater degree of self direction from the learner) to allow for the application of knowledge and demonstration of skills in a range of complex areas, in a variety of contexts.	Assessment by tutor or other designated professional	Evidence could be; formal written tutor observation report, formal written observation report by other designated professional, video record

Professional Discussion

A conversation between the tutor and the learner which is based around the learning outcomes and assessment criteria. It can prove helpful to assess aspects of the learner's role which is difficult to observe. Careful planning in the use of probing questions is required.

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio / video record

	Activity	Assessment	Evidence
Level Three	A planned discussion that should cover a wide range of knowledge and contexts. It should allow responses to unfamiliar and unpredictable problems. The process will be a structured two way discussion.	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record, learner log or audio / video record.
Level Four	A planned discussion that should cover a wide range of knowledge and contexts. It should allow responses to unfamiliar and unpredictable problems. It should be key in assessing understanding and stimulating thinking using probing questioning techniques. The process will be a structured two way discussion.	Assessment by tutor, with a significant degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record, learner log or audio / video record.

Projects

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

	Activity	Assessment	Evidence
Level Three	Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale.	Assessment through tutor / learner discussion and self assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.
Level Four	Task should be selected by the learner to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show evaluation and analysis. This needs to be endorsed by the tutor. The project should be planned and completed within an agreed timescale	Assessment through tutor / learner discussion and self assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

Role Play / Simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:

- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

	Activity	Assessment	Evidence
Level Three	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.
Level Four	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts. At level 4 attention needs to be paid to the level of role and responsibilities and the complexity of the situation being presented to the learner.	Assessment through tutor / peer observation, one to one tutorial, discussion and self assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

Witness Testimony

Enables confirmation of skills and/or competence and/or achievements to be made, linking decision to assessment criteria.

The learning may be assessed by:

- A suitable witness

Evidence could include:

- Formal written testimony by a suitable pre-approved witness
- Authenticity check of the above by tutor

	Activity	Assessment	Evidence
Level Three	The person giving the testimony should be discussed with and agreed by the tutor to allow for the confirmation of skills and /or competence and/or achievements linked to assessment criteria to be made	Assessment by a suitable witness	Evidence could be; formal written testimony by suitable witness, authenticity check by the tutor
Level Four	The person giving the testimony should be discussed with and agreed by the tutor to allow for the confirmation of skills and /or competence and/or achievements linked to assessment criteria to be made	Assessment by a suitable witness	Evidence could be; formal written testimony by suitable witness, authenticity check by the tutor

Written Description and Written Assignment

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:

- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:

- Tutor record of observation
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	Activity	Assessment	Evidence
Level Three	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context (GL = 1000 words).	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.
Level Four	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Learners will include reflection or evaluation on the application of the topic content (GL = 1200 words).	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.

Practical Demonstration and Examining Products of Work

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge.

The learning may be assessed by:

- Tutor
- Peer observation (witness testimony)
- One to one tutorial
- Discussion
- Self-assessment (learner statement)

Evidence could include:

- Tutor record of observation in the work environment
- Examining products of work
- Questioning the learner
- Learner notes/statements
- Tutor lesson plan
- Tutorial notes
- Audio/video/photographic record
- Learner log

	Activity	Assessment	Evidence
Level Three	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/ photographic record and learner log.

<p>Level Four</p>	<p>Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts. Learners will evaluate their performance against the assessment criteria and make recommendations for any changes which would strengthen their performance</p>	<p>Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.</p>	<p>Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/ photographic record and learner log.</p>
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Group Discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:

- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

	Activity	Assessment	Evidence
Level Three	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level Four	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts. Learners will share the responsibility for researching, contributing to and evaluating the event.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio/video record and learner log.



Appendix 2

Benchmark Assessment Tasks

Assessing and Assuring the Quality of Assessment	
ASSESSING	Name:
TASK BRIEFING & FEEDBACK SHEET	Course Code:
Unit 1: Understanding Principles and Practices of Assessment Level 3	
<u>Benchmark Assessment Task</u>	
<u>Written Assignment</u>	
<p>This activity assesses your understanding of the strengths and limitations of a range of assessment methods and the involvement of learners and others in assessment. You may make use of peer and self assessment and witness testimony.</p> <p>In about 1,000 words or more (or the equivalent in an alternative format e.g. PowerPoint, CDROM etc):</p>	
<u>Part A</u>	
<p>Describe at least four activities, for a particular unit and an identified group of learners. As a minimum select at least three from the following assessment methods:</p> <ul style="list-style-type: none"> • Assessments of learners in simulated environments • Skills tests • Oral and written questions • Assignments • Projects • Case studies • Recognising prior learning <p><i>This holistic task may also form part of the evidence for unit 2 'Assess occupational competence in the work environment' and/or unit 3 'Assess vocational skills, knowledge and understanding'</i></p>	
<u>Part B</u>	
<p>For each assessment activity identify a strength or limitation with reference to whether the activity is:</p> <ul style="list-style-type: none"> • Appropriate to the target group of learners, the level of the unit and the purpose of the course • Accessible and transparent to learners • Valid and mapped to the specified criteria • Sufficient • Reliable • Current • Fair and inclusive • Likely to generate authentic evidence, clearly reflecting the work of the individual learner 	
<u>Part C</u>	
<p>For one or more of these tasks, explain how you would use peer and self assessment to promote learner involvement. What assessor support and direction would be required? When might you use witness testimony?</p>	

	Learning Outcomes	
LO2	Understand different types of assessment method	2.1
LO4	Understand how to involve learners and others in assessment	4.1-4.4
LO5	Understand how to make assessment decisions	5.1 -5.2
	Assessment Criteria	
	2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	
	<ul style="list-style-type: none"> • Explain the importance of involving the learner and others in the assessment process. • Summarise types of information that should be made available to learners and others involved in the assessment process. • Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning. • Explain how assessment arrangements can be adapted to meet the needs of individual learners. 	
	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current • explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair 	

Date Set		Date submitted		Date achieved	
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Learner commentary:

(Use this space to comment on your experience of tackling this assignment; how have you found it useful, relevant, frustrating, challenging, thought-provoking, stimulating etc?)

Sign:

Date:

Tutor commentary:

ACs	
2.1	
4.1	
4.2	
4.3	
4.4	
5.1	
5.2	
Tutor Signature and date	IQA signature (if part of IQA sample) and date

Assessing and Assuring the Quality of Assessment					
INTERNAL QUALITY ASSURANCE				Name:	
TASK BRIEFING & FEEDBACK SHEET				Course code:	
Unit 5: Internally assure the quality of assessment Level 4					
<u>Benchmark Assessment Task 1</u>					
<u>Production of an Internal Quality Assurance Practice File</u>					
Produce a Practice File based on the principles and practices of internally assuring the quality of assessment.					
Your Practice File will comprise of:					
<ul style="list-style-type: none"> • Observation of Performance. • Examination of Products of Work including documentary evidence from at least one quality cycle of credit-based learning at your centre. The evidence should wherever possible show your centre's practice in monitoring equality and diversity issues, and as a minimum should include completed documents relating to the areas listed below: • Questioning. • Professional Discussion. 					
Date due		Date submitted		Date Achieved	

Assessment Criteria					
Completion of this task enables you to meet the following assessment criterion.					
This practice file meets all criterions with the exception of 5.3.					
1.1 Plan monitoring activities according to the requirements of own role.					
1.2 Make arrangements for internal monitoring activities to assure quality.					
2.1 Carry out internal monitoring activities to quality requirements.					
2.2 Evaluate assessor expertise and competence in relation to the requirements of their role.					
2.3 Evaluate the planning and preparation of assessment processes.					
2.4 Determine whether assessment methods are safe, fair, valid and reliable.					
2.5 Determine whether assessment decisions are made using the specified criteria.					
2.6 Compare assessor decisions to ensure they are consistent.					
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.					
4.1 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.					
5.1 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.					
5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment.					



Areas of activity	Suggested evidence

<p>1. Plan internal quality assurance of assessment</p>	<ul style="list-style-type: none">• Evidence of a plan for your quality assurance processes. As well as evidence of the actual activity that occurred.• The Quality Calendar from your own organisation; this must be the real calendar in operation in your centre it may be presented as a calendar with dates or by block.• Sampling plans; grids/records showing planning around levels, units, assessors and other potential risk areas, for example, new tutors.• Communications with staff.• Emails and reminder emails.• Agenda for meetings.• Observation of performance.• Witness testimony.• Questioning.• Professional discussion.
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<p>2. Monitoring internal quality assurance</p>	<ul style="list-style-type: none">• Evidence of the relevant monitoring records as well as evidence of the actual activity that occurred. <p>Documents relating to:</p> <ul style="list-style-type: none">• Pre-course verification.• Visit to learners.• IV reports from sampling activities.• Standardisation (internal/cluster/over time for sole assessors).• Feedback to assessors on the assessment planning and assessment of learner work.• Observation of performance.• Witness testimony.• Questioning.• Professional discussion.
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<p>3. Maintaining and improving the quality of assessment</p>	<ul style="list-style-type: none"> • Evidence of the relevant monitoring records as well as evidence of the actual activity that occurred • Show documentary evidence of induction of new assessors, and updating of existing assessors. This may be staff training records, induction checklists, notes of meetings, feedback or evaluation forms, evidence of changes in practice as a result of such events. • Feedback to assessors from assessment sampling. Completed signed action plans, evidence of monitoring of progress and outcomes, records of written or other feedback to tutors. • Team meetings, communication and one to one support. Records of discussions and emails with individual assessors, agenda and minutes of team meetings, course review meetings. • Evidence of organising internal standardisation. • Observation of performance. • Witness testimony. • Questioning. • Professional discussion.
<p>4. Managing information relevant to internal quality assurance</p>	<ul style="list-style-type: none"> • Evidence of following procedures to maintain confidentiality. Managing relevant assessment and quality assurance records. • Secure storage of assessed learner work and related assessment records. • Use of technology for assessment and quality assurance. • Learner records of assessment (see NOCN version 8) to do. • Evidence of following procedures to maintain confidentiality of internal quality assurance information. • Observation. • Witness testimony. • Questioning. • Professional discussion.
<p>5. Maintaining the legal and good practice requirements in assessment and quality assurance</p>	<ul style="list-style-type: none"> • Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare. • Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance. • Proof of your application of the appropriate policies, procedures and meeting the requirements of legislation within your remit as an IQA and as a member of staff. • Course planning records. • Pre-course verification of assessment tasks. • Visit to learners feedback. • CPD record IfL or other relevant to position. • Records of attending AO professional development, for example, Regional standardisation, AIVS forum, quality seminars etc



Learner commentary:

(Use this space to comment on your experience of tackling this assignment; how have you found it useful, relevant, frustrating, challenging, thought-provoking, stimulating etc?)

Sign:

Date:

Tutor commentary:



ACs	
1.1	
1.2	
2.1	
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2.4	
2.5	
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4.2	
5.1	
5.2	
5.4	

Tutor Signature and date	IQA signature (if part of IQA sample) and date
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Assessing and Assuring the Quality of Assessment					
INTERNAL QUALITY ASSURANCE				Name:	
TASK BRIEFING & FEEDBACK SHEET				Course code:	
Unit 5: Internally assure the quality of assessment Level 4					
<u>Benchmark Assessment Task 2</u>					
<u>Written Assignment</u>					
<p>CRITICAL REFLECTION - Produce a detailed narrative, critically reflecting your own internal verification systems and your own practice as evidenced in your Internal Quality Assurance Practice File. You should use the National Occupational Standards and reference one current referenced research paper or journal to facilitate the critical reflection. This should be a minimum of 500 words, and should clearly identify strengths and weaknesses of your own practice.</p> <p>ACTION PLANNING – Produce a Quality Improvement Plan for your internal quality assurance of assessment system on the basis of this critical reflection, and in the context of your centre identify responsibilities and target dates for any improvements suggested. Use a table to summarise this information, with the following column headings:</p> <ul style="list-style-type: none"> • strengths/good practice • areas for improvement • actions required • responsibility for action • target date • review date. 					
Date due		Date submitted		Date Achieved	

Assessment Criteria		Criteria met? (Tutor sign and date)
Completion of this task enables you to meet the following assessment criteria		
1.1	Plan monitoring activities according to the requirements of own role.	
1.2	Make arrangements for internal monitoring activities to assure quality.	
5.3	Critically reflect on own practice in internally assuring the quality of assessment.	



Learner commentary:

(Use this space to comment on your experience of tackling this assignment; how have you found it useful, relevant, frustrating, challenging, thought-provoking, stimulating etc?)

Sign:

Date:

Tutor commentary:

ACs	
1.1	
1.2	
5.3	

Tutor Signature and date	IQA signature (if part of IQA sample) and date
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Unit 5: Internally Assure the Quality of Assessment

Title:	Internally Assure the Quality of Assessment	
Level:	4	
Credit value:	6	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	Evidence Evidence could include:
1. Be able to plan the internal quality assurance of assessment	1.1. Plan monitoring activities according to the requirements of own role	<ul style="list-style-type: none"> • The Quality Calendar from your own organisation; this must be the real calendar in operation in your centre it may be presented as a calendar with dates or by block • Sampling plans • Witness testimony • Questioning • Professional discussion
	1.2. Make arrangements for internal monitoring activities to assure quality	<ul style="list-style-type: none"> • Communications with staff • Emails and reminder emails • Agenda for meetings • Observation • Witness testimony • Questioning • Professional discussion
2. Be able to internally evaluate the	2.1. Carry out internal monitoring activities to quality requirements	<ul style="list-style-type: none"> • Pre-course verification • Visit to learners • IV reports from sampling activities

<p>quality of assessment</p>		<ul style="list-style-type: none"> • Standardisation (internal) • Observation • Witness testimony • Questioning • Professional discussion
	<p>2.2. Evaluate assessor expertise and competence in relation to the requirements of their role</p>	<p>Evidence can be cross referenced to 2.1.</p> <ul style="list-style-type: none"> • Show documentary evidence of feedback to (tutor) assessors from the internal monitoring activities used as evidence in 2.1. • Show evidence that your feedback takes the assessor forwards in their practice
	<p>2.3. Evaluate the planning and preparation of assessment processes</p>	<p>Evidence can be cross referenced to 2.1. and 2.2.</p> <ul style="list-style-type: none"> • Feedback on the assessment plan
	<p>2.4. Determine whether assessment methods are safe, fair, valid and reliable</p>	<p>Evidence can be cross referenced to 2.1., 2.2. and 2.3.</p> <ul style="list-style-type: none"> • IV sampling form
	<p>2.5. Determine whether assessment decisions are made using the specified criteria</p>	<p>Evidence can be cross referenced to 2.1., 2.2., 2.3. and 2.4.</p> <ul style="list-style-type: none"> • IV sampling form • Pre-course verification records, are tasks mapped to the assessment criteria?

	2.6. Compare assessor decisions to ensure they are consistent	<ul style="list-style-type: none"> • Internal standardisation feedback forms • Cluster internal standardisation records • Over time where there is a sole assessor in an organisation
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	<ul style="list-style-type: none"> • Show documentary evidence of induction of new assessors, and updating of existing assessors • Feedback to assessors from assessment sampling, action planning, • Communication, one to one support • Observation • Witness testimony • Questioning • Professional discussion
	3.2. Apply procedures to standardise assessment practices and outcomes	Evidence of organising internal standardisation; can be cross referenced to 2.6., evidence as per current section 6
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	<p>Evidence of record keeping activities</p> <ul style="list-style-type: none"> • Secure storage of assessed learner work and related assessment records • Use of technology • Learner records of assessment (see NOCN version 8)
	4.2. Follow procedures to maintain confidentiality of internal quality assurance information	<ul style="list-style-type: none"> • Observation • Witness testimony • Questioning • Professional discussion

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.	Proof of your application of the appropriate policies, procedures and meeting the requirements of legislation within your remit as an IQA and as a member of staff
	5.2. Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance	<ul style="list-style-type: none"> • Course planning records • Pre-course verification of assessment tasks • Visit to learners feedback
	5.3. Critically reflect on own practice in internally assuring the quality of assessment	A 500 word referenced written description, essay or report. Use the NOS and a current referenced research paper/journal to facilitate the critical reflection
	5.4. Maintain the currency of own expertise and competence in internally assuring the quality of assessment	<ul style="list-style-type: none"> • CPD record IfL or other relevant to position • Records of attending AO professional development e.g. Regional standardisation, AIVS forum, quality seminars etc

Additional information about the unit	
Unit aim(s)	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
Details of relationship between the Unit and the relevant NOS or other professional standards or curricula (if appropriate)	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
Additional Assessment Requirements specified by a sector or regulatory body (if appropriate)	<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>
Support for the Unit from a SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
Owning Body	Lifelong Learning UK
Availability for use	Shared
Guided Learning Hours	45



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