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

Qualification Number: 601/3487/2

ITC Level 3 Award in Assessing Competence in the Work Environment

Qualification Number: 601/3488/4

ITC Level 3 Award in Assessing Vocationally Related Achievement

Qualification Number: 601/3490/2

ITC Level 3 Certificate in Assessing Vocational Achievement

Qualification Number: 601/3489/6

G12

Qualification Specification
Guidance for Centres

ITC First

Trading Name for
ITC First Aid Ltd
Registered in England
Company Number 5750596
VAT Number 928779851

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Ask for

Chief Executive Officer for all queries regarding ITC operations.

E-mail mail@itcfirst.org.uk
Website www.itcfirst.org.uk

Website Access

For all policy statements and downloadable documents

Upload to:

Ofqual Portal	SQA Accreditation Share Point	ITC WebOffice Support Resources	ITC Public Website	ITC Server
✔	x	✔	✔	✔

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Appendix Documents Listing

Hard copy documents go out of date. For up to date version of documents please access the Support Resources section of the ITC WebOffice (members area for approved centres). If a document is absent please contact the ITC Office directly.

Unit Specifications

- D/601/5313 Understanding the principles and practices of assessment
- H/601/5314 Assess occupational competence in the work environment
- F/601/5319 Assess vocational skills, knowledge and understanding

Delivery Resources

- G12 ITC L3 Assessor Qualifications Centre Guidance [This document]
- PT1 Individual Learning Plan Template
- PT2 Tutorial Template
- PT3 Reflective Journal Template
- PT4 Personal Summative Review Template
- PT5 Teaching Observation Template
- PT6 Professional Discussion Record Template
- PT7 Optional Unit Evidence Tracking Template
- PT8 Session Plan Template
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- PT15 A1 Evidence Tracking Template
- PT16 A2 Evidence Tracking Template
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- A1EM1 Evidence and Best Practice Guidance
- A2EM2 Evidence and Best Practice Guidance
- A3EM3 Evidence and Best Practice Guidance

Internal Moderation

- IQA1: Internal Moderation Process
- IQA2: Centre Standardisation Records
- IQA3: Internal Moderation Sampling Record
- IQA4: Internal Moderation Sampling Report Record
- IQA5: Internal Quality Assurance Record Form

Centre Approval

- C9: Centre Agreement

ITC Forms

- C4: Access to Training & Assessment Request Form
- C7: Special Considerations Request Form
- F3: Malpractice & Misconduct Report Form
- 02: Learner Registration Form
- 05: Replacement Certificate Request Form
- 06.PF: Portfolio Qualifications End of Course Details
- R3: 3 Day Course Register

ITC Policies

- P1: Customer Charter
- P3: Fees Policy
- P5: Appeals Policy
- P6: Malpractice, Maladministration & Misconduct Policy
- P7: Language Policy
- P8: Equality, Diversity and Assessment Policy
- P9: Record Retention Policy
- P12 Automatic E-mail Policy

- P14: Sanctions Policy
- P15: Withdrawal from Delivery Policy
- P16: Complaints Policy
- P17: Invoice Policy
- P19: Recognition of Prior Learning
- P22: Data Protection & Privacy Policy

1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of ITC Level 3 qualifications in Assessment.

It explains the administration, assessment and quality assurance requirements for these qualifications.

It directs ITC Centres to appropriate and relevant ITC resources [see contents page].

It identifies and lists other ITC documents that Centres are required to have in order to deliver the ITC Level 3 qualifications in Assessment.

1.2 Documented Procedures

ITC is a regulated Awarding Organisation supporting regulated qualifications. All who work with ITC are supported by a documented framework of policies and procedures updated regularly on the ITC website. To seek policy guidance to inform your relationship with ITC, visit:

https://www.itcfirst.org.uk/policies/policies/1.htm

If you are an ITC Centre, log into your ITC Web-Office and view or download up to date documents from 'Support Resources'

2. Qualification Details

The core information for the L3 Awards in Assessment is taken from LSIS document – Qualification Guidance for Awarding Organisations, March 2013.

2.1 Qualification Objectives

a) **ITC Level 3 Award in Understanding the Principles and Practices of Assessment**
This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors.

b) **ITC Level 3 Award in Assessing Competence in the Work Environment**
This qualification is intended for assessors who assess occupational competence in the work environment, using the following assessment methods:

Expert witness testimony * Observation of performance in the work environment * Products of work * Questioning and discussion with the learner * Examination of learner statements * Recognition of prior learning

c) **ITC Level 3 Award in Assessing Vocationally Related Achievement**
This qualification is intended for those who assess vocational skills, knowledge and understanding in the non-work environment e.g. workshop, classroom or training environment, using the following assessment methods:

Assessments of the learner in simulated environments * Skills tests * Oral and written questions * Assignments * Projects * Case studies * Recognising prior learning

d) ITC Level 3 Certificate in Assessing Vocational Achievement

This qualification is for those who assess both:

i. Occupational competence in the work environment
ii. Vocational skills, knowledge and understanding in the non-workplace environment e.g. a workshop, classroom or other training environment.

2.2 Qualification Structure

Unit details

	Title	Number	Credit	Level	GLH*	TQT**
1st Unit	Understanding the Principles and Practices of Assessment	D/601/5313	3	3	24	30
2nd Unit	Assess Occupational Competence in the Work Environment	H/601/5314	6	3	30	60
3rd Unit	Assess Vocational Knowledge and Understanding	F/601/5319	6	3	30	60

* GLH is the time a learner spends being taught or otherwise participating in education under the immediate guidance of an appropriate tutor. It includes directed study time and time taken for assessments. Guided learning hours include:

- Tutor contact time in lessons
- Participating in education or training under the immediate guidance or supervision of a tutor
- Directed study time

** TQT is the total qualification time and is the time a learner spends on guided learning and non-guided learning (independent study).

Pictorial representation of rules of combination qualifications structure

1	ITC Level 3 Award in Understanding the Principles and Practices of Assessment			
	1st Unit			Single unit qualification
2	ITC Level 3 Award in Assessing Competence in the Work Environment			
	1st Unit	2nd Unit		Two unit qualification
3	ITC Level 3 Award in Assessing Vocationally Related Achievement			
	1st Unit	3rd Unit		Two unit qualification
4	ITC Level 3 Certificate in Assessing Vocational Achievement			
	1st Unit	2nd Unit	3rd Unit	Three unit qualification

4 Qualifications from 3 Units

The 4 Assessor qualifications are derived from various combinations of 3 units:

- **Understanding the Principles and Practices of Assessment**
- **Assess Occupational Competence in the Work Environment**
- **Assess Vocational Skills, Knowledge and Understanding**

Table showing rules of combination to make 4 qualifications from 3 units:

1	**ITC Level 3 Award in Understanding the Principles and Practices of Assessment** Learners are required to complete one mandatory unit – 3 credit qualification
	Understanding the Principles and Practices of Assessment
	Unit Number: D/601/5313 **Credit Value: 3**
2	**ITC Level 3 Award in Assessing Competence in the Work Environment** Learners are required to complete two mandatory units – 9 credit qualification
	Understanding the Principles and Practices of Assessment **Assess Occupational Competence in the Work Environment**
	Unit Number: D/601/5313 **Credit Value: 3** **Unit Number: H/601/5314** **Credit Value: 6**
3	**ITC Level 3 Award in Assessing Vocationally Related Achievement** Learners are required to complete 2 mandatory units – 9 credit qualification
	Understanding the Principles and Practices of Assessment **Assess Vocational Skills, Knowledge and Understanding**
	Unit Number: D/601/5313 **Credit Value: 3** **Unit Number: F/601/5319** **Credit Value: 6**
4	**ITC Level 3 Certificate in Assessing Vocational Achievement** Learners are required to complete 3 mandatory units – 15 credit qualification
	Understanding the Principles and Practices of Assessment **Assess Occupational Competence in the Work Environment** **Assess Vocational Skills, Knowledge and Understanding**
	Unit Number: D/601/5313 **Credit Value: 3** **Unit Number: H/601/5314** **Credit Value: 6**

	Unit Number: F/601/5319 Credit Value: 6

Unit Review dates
February, 2027

2.3 Learning Outcomes and Assessment Criteria

a) Understanding the principles and practices of assessment

	Learning Outcomes: The learner will…..		**Assessment Criteria: The learner can…….**
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
		1.2	Define the key concepts and principles of assessment
		1.3	Explain the responsibilities of the assessor
		1.4	Identify the regulations and requirements relevant to the assessment in own area of practice
2	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
		3.2	Evaluate the benefits of using a holistic approach to assessment
		3.3	Explain how to plan a holistic approach to assessment
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
		3.5	Explain how to minimise risks through the planning process
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: • sufficient • authentic • current
		5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid

			• reliable • fair
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
		6.2	Summarise quality assurance and standardisation procedures in own area of practice
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
		7.2	Explain how feedback and questioning contribute to the assessment process
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
		8.2	Explain the contribution that technology can make to the assessment process
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
		8.4	Explain the value of reflective practice and continuing professional development in the assessment process

Assessment Guidance for (a) Understanding the principles and practices of assessment:
This unit is a unit that assesses knowledge and understanding that underpin assessment, evidence of knowledge is required to successfully complete the unit and there must be valid, authentic and sufficient evidence for all assessment criteria. Options for learner assessors to achieve the assessment criteria:

a) Written, researched assignment produced by the learner with mentor support
b) A series of professional discussions

b) Assess occupational competence in the work environment

	Learning Outcomes: The learner will…..		**Assessment Criteria: The learner can…….**
1	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: ● observation of performance in the work environment ● examining products of work ● questioning the learner ● discussing with the learner ● use of others (witness testimony) ● looking at learner statements ● recognising prior learning
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
		1.3	Plan the assessment of occupational competence to address learner needs and current achievements

		1.4	Identify opportunities for holistic assessment
2	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: ● observation of performance in the work environment ● examining products of work ● questioning the learner ● discussing with the learner ● use of others (witness testimony) ● looking at learner statements ● recognising prior learning
		2.2	Make assessment decisions of occupational competence against specified criteria
		2.3	Follow standardisation procedures
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
		4.3	Evaluate own work in carrying out assessments of occupational competence
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Assessment Guidance for (b) Assess occupational competence in the work environment:
There is no requirement for each unit to be assessed separately. A holistic approach will allow evidence from one activity to be used for learning outcomes and assessment criteria for both units.

Unit (b) is designed to assess the learner assessor's performance in carrying out assessment of occupational competence in a work environment. The learner assessor is required to provide evidence to cover all of the assessment methods listed in the unit:

The learner assessor must develop a portfolio of evidence that contains performance evidence for the following assessment methods:

- Observation of performance in the work environment
- Examination of products of work
- Questioning the learner

Simulation is not allowed.

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

- Discussion with the learner

- Witness testimony
- Learner statements
- Recognition of prior learning

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

The learner assessor must assess a minimum of two assessments of two learners occupational competence – 4 assessments in total.

c) Assess vocational skills, knowledge and understanding

	Learning Outcomes: The learner will…..		**Assessment Criteria: The learner can…….**
1	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: ● assessments of the learner in simulated environments ● skills tests ● oral and written questions ● assignments ● projects ● case studies ● recognising prior learning
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding
2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
		2.2	Provide support to learners within agreed limitations
		2.3	Analyse evidence of learner achievement
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
		2.5	Follow standardisation procedures
		2.6	Provide feedback to the learner that affirms achievement and identified any further implications for learning, assessment and progression
3.	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues as required
		3.3	Follow procedures to maintain the confidentiality of assessment information

4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
		4.4	Take part in continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Assessment Guidance for (c) Assess vocational skills, knowledge and understanding:
There is no requirement for each unit to be assessed separately. A holistic approach will allow evidence from one activity to be used for learning outcomes and assessment criteria for both units.

Unit (c) is designed to assess the learner assessor's performance in carrying out assessment of vocational skills in environments other than in a work environment (classroom, workshop). The learner assessor is required to provide evidence to cover all of the assessment methods listed in the unit:

As a minimum, there must be performance evidence for at least three of the following assessment methods:

- Assessments of the learner in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning.

Simulation is not allowed.

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

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

The learner assessor must carry out a minimum of two assessments of two learners' skills, knowledge and understanding – 4 assessments in total.

2.4 Awarding

After assessment by the Centre, evidence of achievement will be made available for moderation by ITC.

After moderation a list of outcomes [Pass/Not yet meeting standard] will be forwarded to the Centre along with any certificates.

The assessment result is pass, or not yet meeting standard, there is no grading.

ITC will award certificates according to the timescales in ITC Customer Charter. Awarding can only occur within the qualification lifespan.

Unit certificates may be awarded upon learner request, for any unit completed, moderated and passed.

Replacement Certificates are available. Learners must apply using certificate request form 05. There is a small fee payable.

See Section 8.3

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval Documents

Centres wishing to offer the ITC Level 3 Assessor Awards will need to complete:

a) Centre application: on-line at www.itcfirst.org.uk
b) Centre agreement: C9.

Centres will need to consider:

a) Sufficient resources for the delivery the qualification – physical and staffing.
b) Learner access to sufficient resources for the award – learning centre, visual aids, textbooks and mentor.
c) Quality assurance procedures – internal assessment and internal moderation.

3.2 Teaching Programme

The content of the teaching programme is the responsibility of the Centre and is developed by the staff team of the Centre. ITC has guidance and advice documents to assist in the development of a teaching programme that can be supplied to Centres upon request.

The course programme is developed from the learning outcomes and assessment criteria for the qualification. A Centre scheme of work containing lesson plans for each session is to be available for scrutiny by ITC External Quality Assurance activity.

3.3 Internal Quality Assurance

Centres offering these qualifications must provide internal quality assurance that is standardised across individual assessors, assessment locations and learners.

The Centre must maintain evidence of all meetings, CPD events, standardisation activity in a Central File readily accessible at any time by an ITC representative. ITC has various assessment and moderation template documents available to assist all Centres. See appendices of this document.

There should be a quality assurance plan that monitors the skills of tutors at least annually, with evidence of standardisation maintained for external moderation.

The quality assurance plan should describe the internal quality assurance procedures and the evidence to be maintained for external quality assurance.

See section 4.1 for qualifications of staff involved with assessment and internal quality assurance.

3.4 Learner Evaluation

An end of course evaluation form is to be completed by each learner and the data collected used to inform Centre quality procedures. The results of this evaluation review are to be available for scrutiny by ITC External Quality Assurance procedures.

3.5 Protecting the Interests of Learners

Centres will protect the interests of learners and the integrity of the qualification by implementing a coherent series of documents policies and procedures. ITC can provide various template documents upon request.

A Centre complaints and appeals policy is to be provided for every learner upon registration.

4. Centre Staffing

4.1 Tutor Credentials

ITC online centre application process requires Centres to identify:

a) A nominated individual to lead the qualification delivery team in the Centre.
b) Suitably qualified staff

Assessors

a) Should already hold the qualification they are assessing and have assessed learners for other qualifications.
b) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
c) Should show current evidence of cpd in assessment and quality assurance
d) Should hold one of the following qualifications or their recognised equivalent:
    i. Level 3 Award in Assessing Competence in the Work Environment, *or*
    ii. Level 3 Certificate in Assessing Vocational Achievement, *or*
    iii. A1 Assessor of candidate performance using a range of methods, *or*
    iv. D32 & D33.

Internal Quality Assurance Staff for the Assessor Qualifications

a) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
b) Should hold an appropriate assessor qualification [see above]
c) Should show current evidence of cpd in assessment and quality assurance
d) Should hold one of the following qualifications or their recognised equivalent:
    i. Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice, *or*
    ii. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
    iii. V1 Conduct internal quality assurance of the assessment process, *or*
    iv. D34 Internally verify the assessment process

5. Learner Registration

5.1 Selection of Learners

It is the responsibility of the Centre to provide guidance and advice to learners prior to the commencement of the programme.

a) **Previous qualification requirements for Learners of this qualification**
None. Direct entry.

b) **Prior knowledge, skills or understanding which the Learner is required to have before taking the qualification**
Holding a level 2 qualification is advised.

c) **Units which a Learner must have completed before the qualification will be awarded including any optional routes**
There is no requirement to have completed any units previously.

d) **Other requirements for Learners to satisfy prior to assessment or awarding**
None.

5.2 Information to Learners

Pre-course information should be provided to learners containing:

a) Joining details.
b) Literacy, numeracy, ICT requirements.
c) ID requirements.
d) Expectations of course members.
e) Outline of assessment assignment timelines.
f) Link to ITC policies and procedures on homepage of ITC website, including Appeals (P5) and Complaints (P16) procedures.
g) Information on how to request reasonable adjustment to assessment so that learners have a fair assessment opportunity.
h) Contact details for their course tutor or mentor.

5.3 Registration of Learners

Centres must meet the following requirements:

a) Learners should be registered with ITC within 10 days of course start date.
b) Learner registration details must be entered into ITC WebOffice database.
c) Centres are to keep original learner registration documents.
d) Centres must have procedures in place to confirm the identity of each learner before they undertake an assessment. Acceptable forms of identity are photographic ID's with signature e.g. Passport, Driving License, Warrant Card, Student ID.

Individual learning plans should be developed between the mentor and each learner with information to allow the learner to complete the Assessor course. The plan should identify learning and professionals needs and a written plan to address these needs.

Registration fees for the entire learner journey, quality assured, awarded and certificated by ITC are payable upon registration of learners.

5.4 Age of Learners

The qualification is appropriate for learners of 19 years or older. For Skills Funding Agency purposes the qualification is listed as appropriate for learners of 19+.

5.5 Learner Progression

Learning routes include:
- Level 4 qualifications in Internal Quality Assurance

6. Assessment

6.1 Assessment of Each Unit

The assessment methods for each unit must be authentic, valid and sufficient. Methods are suggested in this document underneath the LO and AC of each unit [Section 2.4 of this document].

Methods can be Centre devised with agreement by the dedicated Centre External Quality Assurer

6.2 Assessment Tasks

All assessment criteria must be met when completing the assessment tasks.

6.3 Internal Assessment

Centres must have verification/moderation systems to ensure all assessment evidence is authentic, reliable, valid and sufficient and standardisation systems to ensure all staff can make consistent and fair assessment decisions.

Assignments and portfolios are to be marked by any appropriately qualified Centre Internal Assessor following the quality assurance procedures of the Centre, using documents and procedures either provided by ITC or endorsed by the ITC External Quality Assurer.

Assessment decisions are to be recorded on PT15, PT16, PT17 documents or similar.

To assist in collecting authentic, reliable, valid and sufficient evidence ITC has developed and is continually updating evidence recording documents. The updated version will always be available from Support Resources on the Centre Web-Office. Including:

- PT1 Individual Learning Plan Template
- PT2 Tutorial Template
- PT3 Reflective Journal Template
- PT4 Personal Summative Review Template
- PT6 Professional Discussion Record Template
- PT7 Optional Unit Evidence Tracking Template
- PT15 A1 Evidence Tracking Template
- PT16 A2 Evidence Tracking Template
- PT17 A3 Evidence Tracking Template

6.4 Internal Quality Assurance

Assignment evidence is to be internally moderated following ITC centrally produced procedures [Appendix document listing of this document] or procedures agreed with ITC External Quality

Assurer. To assist Centre in this function the following documents are available on the Centre Web-Office.

- IQA1: Internal Moderation Process
- IQA2: Centre Standardisation Records
- IQA3: Internal Moderation Sampling Record
- IQA4: Internal Moderation Sampling Report Record
- IQA5: Internal Quality Assurance Record Form

Internal Quality Assurance will be performed by a suitably qualified person who is not a second tutor but whose role is to audit the portfolio after completion to ensure learners have met all of the learning outcomes and that the tutor and learner have completed all course documentation correctly.

IQA feedback should be recorded on appropriate documents, identifying what they have sampled and whether is met the learning outcome and if improvement is necessary. IQA staff must provide guidance on how the tutor can improve.

Once IQA is completed ITC should be notified that the portfolio is completed and this will trigger an EQA sampling event.

7. Supporting Resources for 'L3 Assessor Awards' Delivery

7.1 Reading List

LLUK Publications:

- Minimum Core - Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills
- Inclusive learning approaches for Literacy, Language, Numeracy and ICT – A Companion document to the minimum core
- New overarching standards for teachers, tutors and trainers in the Lifelong Learning Sector
- Assessing and Assuring the Quality of Assessment – Guidance for Awarding Bodies, March 2010.

LLUK have archived their website; follow the attached link to view the documents archived
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/

Websites:
www.nrdc.org.uk
www.excellencegateway.org.uk

Websites listed were all still available on 06/01/20 when version 4 of this document was produced.

8. External Quality Assurance

8.1 External Quality Assurance Procedures

An External Quality Assurance event may include some or all of the following methods:

a) Initial Centre visit.
b) Ongoing Centre visit.
c) Desktop research.
d) Internet research.

e) Telephone or video interview.
f) Unannounced visit to training event.
g) Action Plan evidence review.
h) Postal moderation.
i) Attendance at standardisation events.

The nature of the activity will depend upon risk rated track record.

Centres will be notified of proposed external quality assurance events twice per year. During the Centre visit all the completed learner assessment evidence will be made available for moderation. Moderation of learner assessment evidence will be on a sampling basis.

As well as sampling the external quality assurance event may include the following specific requests:

a) Confirmation of all policies and documented procedures.
b) A review of the evidence of Centre internal quality assurance and staff development events.
c) A review of the evidence generated from previous external moderations events including action plan evidence.
d) A review of documented draft assignment feedback by tutors.
e) A review of assessment evidence from any registered learner.
f) Any guidance required to administer or deliver the qualification.

8.2 Visit Details

Centres will be allocated a named External Quality Assurer who will normally contact the Centre prior to a visit or event. For each visit or event:

a) The Centre will be notified in advance to allow time to make suitable arrangements. Normally planned at the previous visit.
b) The agenda for the meeting will be forwarded to the Centre.
c) The meeting will occur on the planned date.
d) Preliminary action plans will be drafted for agreement and review at the time of the Centre visit.
e) Action Plan evidence will be generated according to the specified timescale by the Centre and approved or referred by ITC.
f) Risk rating will be applied to each Centre and risk managed on a Centre by Centre basis.

8.3 Portfolio Moderation

Assessors of these Level 3 qualifications are responsible for ensuring that learner assessors compile their portfolios with sufficient suitable evidence for the requirements of each unit.

Moderation procedure:

a) Centres must notify ITC when completed evidence portfolios are assessed [marked] and have completed the Centre Internal Quality Assurance process.
b) ITC will acknowledge this notification
c) ITC will arrange an EQA visit or remote sampling

A track record of two EQA visits without action plans will result in direct claims status for these qualifications.