



Assessment Principles

Version 16

Revised November 2018

Version Control Information

Document details	
Document name	Assessment Principles
Purpose of document	To outline FutureQuals 'Assessment Principles' for use in all qualifications
Change applied to existing version	V15
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
V15	August 2018	All Appendix C/G	Minor terminology changes made to the generic set of assessment principles such as 'Unit' now being 'Component'. Qualification Specific –Annex C (L4DAAP and L3DAEUCS) has been split in two. L4DAAP remains as Annex C with no changes to the content. L3DAEUCS is now Annex G with minor changes to content.
V16	November 2018	Appendix A, C & G Appendix E	Addition of SQA qualifications. Removal of ADI requirement.

Assessment Principles – Version 15 – November 2018

1. Introduction

- 1.1 This document sets out those principles and approaches to component/qualification assessment already described in the Regulatory Framework. The information is intended to support the quality assurance processes of FutureQuals and it should also be read alongside individual component assessment requirements.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition.

2. Assessment

The assessment and Internal Quality Assurance of selected FutureQuals qualifications may be subject to additional or modified assessment requirements. These requirements can be found listed under APPENDIX A onwards. All definitions remain the same as in section 6 of this document.

- 2.1 Learners must meet all of the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence for competence based learning outcomes should be developed over a period of time using different assessment methods.
- 2.2 Assessment decisions for competence based learning outcomes (e.g. those beginning with ‘to be able to’) must be made by an occupationally competent assessor qualified to make assessment decisions, using evidence generated and collected through performance in the workplace during the learner’s normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment. Competence-based assessment must include direct observation as a primary source of evidence which should ideally be carried out within the workplace. However, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE).
- 2.3 Assessment of knowledge based learning outcomes (e.g. those beginning with ‘know’ or ‘understand’) may take place in or outside of a real work environment. Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the individual component. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case, the use of simulation in the component assessment strategy will be agreed with FutureQuals.
- 2.5 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined by the IQA. The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

3. Assessors

- 3.1 Assessors employed by your centre will be both currently, occupationally knowledgeable and currently, occupationally competent to assess components and qualifications for which they have the expertise. They will need to be knowledgeable and competent in both the vocational area as well as in assessment. They must not assess learners where they have a potential conflict of interest, for example a family member or close friend. If this cannot be avoided, additional quality assurance checks must be put in place.
- 3.2 FutureQuals requires that the assessor holds, or be working towards, a current, recognised Assessor qualification. Assessors holding the L3 Certificate in Assessing Vocational Achievement, A1/A2 or D32/33 qualifications are not required to re-qualify. Unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor. Where FutureQuals does not expect the assessor to hold a formal qualification, we expect that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

4. Internal Quality Assurance

- 4.1 Internal quality assurance is key to ensuring that the assessment of evidence for components is of a consistent and appropriate quality. Centres will need to demonstrate that assessment is being monitored for consistency, reliability, inclusiveness, transparency and validity over time. Those carrying out internal quality assurance must be currently, occupationally knowledgeable, have relevant occupational expertise at the level (or above) in the area they are assuring and be qualified to make quality assurance decisions.
- 4.2 FutureQuals requires those responsible for internal quality assurance to hold or be working towards a current, recognised Quality Assurance qualification. Those responsible for internal quality assurance holding the L4 Award in the Internal Quality Assurance of Assessment Processes and Practice, D34 or V1 qualifications are not required to re-qualify. Unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA. Where FutureQuals does not require those responsible for internal quality assurance to hold a formal qualification we would expect that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.
- 4.3 The Internal Quality Assurer is responsible for the integrity of the component/qualification that you, as a FutureQuals centre, claim for the learner. They will also ensure that there is no conflict of interest in assessment at the centre or where it cannot be avoided, that additional quality assurance is put in place.

5. External Quality Assurance

- 5.1 FutureQuals External Quality Assurers are appointed against rigorous criteria and have responsibility for ensuring the integrity and quality of components and qualifications awarded by FutureQuals. Your External Quality Assurer will work with you to ensure that all FutureQuals and regulatory requirements are met.

Those carrying out external quality assurance must be currently, occupationally knowledgeable and have gained their expertise working within the sector or associated

professional/occupational area they are assuring and be qualified to make quality assurance decisions.

- 5.2 FutureQuals requires those responsible for external quality assurance to hold or be working toward a current, recognised Quality Assurance qualification. Those responsible for external quality assurance holding the L4 Award in the External Quality Assurance of Assessment Processes and Practice, V2 or D35 qualifications are not required to re-qualify. Unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA. Where FutureQuals does not require those responsible for external quality assurance to hold a formal qualification we would expect those responsible for external quality assurance to meet the standard of practice set out in the Learning and Development National Occupational Standard 12 Externally monitor and maintain the quality of assessment.

6. Definitions

6.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency component(s) they are assessing. Occupational competence must be at component level which might mean different assessors are needed across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through demonstrable continuing learning and professional development (CPD).

6.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through demonstrable continuing learning and professional development (CPD).

6.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification agreed with FutureQuals as suitable to support the making of appropriate and consistent assessment decisions.

6.4 Qualified to make quality assurance decisions:

This means that each quality assurer must hold a relevant qualification agreed with FutureQuals as suitable to support the making of appropriate and consistent quality assurance decisions.

6.5 Expert witness:

This is where an expert witness, such as a qualified professional, observes the learner working in their workplace and records their findings when it would not be possible for an assessor to observe the learner's practice.

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

6.6 Mentoring: There are many definitions of mentoring.

One utilised by CIPD is offered as follows:

“Mentoring in the workplace tends to describe a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff. It calls on the skills of questioning, listening, clarifying and reframing that are also associated with coaching”
(© Chartered Institute of Personnel and Development 2018).

6.7 Realistic Working Environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- the RWE is managed as a real work situation and assessment must be carried out under realistic pressures. Account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in organisations
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available.

APPENDIX A

Level 3 Award in Patient Care Services: Ambulance Driving

QAN 603/2147/7

Level 3 Certificate in Emergency Response Ambulance Driving

QAN 601/7335/X

Award in Ambulance Driving SCQF Level 6

R481 04

Certificate in Emergency Response Ambulance Driving SQCF Level 6

R482 04

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new components. It applies to these qualifications and the components therein that assess occupational competence.

1. Each component must include direct observation in the workplace as a primary source of evidence.
2. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
3. The use of simulation is only permitted when undertaking reversing manoeuvres where exact facilities cannot be utilised safely in the practice environment.
4. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
5. Expert witnesses are not permitted for this qualification.
6. All assessment for Component L/507/7795 Drive Emergency Ambulance Vehicles must be carried out in a Double-Crewed Ambulance (DCA) or similar vehicle which is comparable in size, weight and specification to that used as part of the operational fleet of an NHS Ambulance Service.
7. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Component L/507/7795 Drive Emergency Ambulance Vehicles is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.
8. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Components R/507/7796 Prepare, drive and manoeuvre ambulance vehicles and J/616/0488 Prepare, drive and manoeuvre a range of patient care ambulance vehicles are required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.

Tutor Requirements

1. Tutors holding the IHCD Ambulance Driving Tutor qualification or Edexcel BTEC Level 3 in Ambulance Driving Instruction or one of the recognised legacy qualifications will be accepted as meeting the requirements to teach these qualifications but must also meet the Assessor requirements detailed below to assess this qualification. All existing driving instructors holding an approved ambulance driving instruction qualification must upgrade to the new Level 4 Diploma for Emergency Response Ambulance Driving Instruction (L4DERADI) qualification by 31st December 2021. Tutors not currently qualified must be registered and actively working

towards the Level 4 Diploma for Emergency Response Ambulance Driving Instruction (L4DERADI) and be mentored by a suitably qualified tutor.

Assessors

1. All assessment must be carried out by Assessors who are currently, occupationally competent in the area they are assessing and qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st April 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor.

Internal Quality Assurance

1. All Internal Quality Assurers (IQA) must be currently, occupationally competent in emergency response ambulance driving instruction and be qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification by 1st April 2018. This may be either 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, depending on the role of the individual. Internal quality assurers holding the D34 or V1 legacy qualifications are not required to re-qualify.
3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in emergency response ambulance driving and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification by 1st April 2018. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA.

APPENDIX B

Level 3 Certificate in Immediate Emergency Care for Fire and Rescue

QAN 601/3713/7

Level 3 Certificate for First Responders on Scene (FROS)

QAN 603/1043/1

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity or within an approved Realistic Working Environment (RWE).
3. Expert witnesses are not permitted for this qualification.

Tutor Requirements

1. Tutors will need to hold as a minimum the Level 3 Award in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st October 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement or the Level 3 Award in Assessing Vocationally Related Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor from 1st October 2018.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification by 1st October 2018. This may be either 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, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.

3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification by 1st October 2018. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA from 1st October 2018.

APPENDIX C

Level 4 Diploma for Associate Ambulance Practitioners

QAN 601/7496/1

Diploma for Ambulance Technicians at SCQF Level 7

R483 04

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
3. Expert witnesses are permitted for this qualification. The centre will have approved the expert witness but a centre Assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

Tutor requirements

1. Tutors will need to hold as a minimum a recognised teaching qualification such as the Level 4 Certificate in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st October 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor from 1st October 2018.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification by 1st October 2018. This may be either 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, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.

3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification by 1st October 2018. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA from 1st October 2018.

APPENDIX D

Level 3 Certificate for Ambulance Service First Responders

QAN 603/0662/2

Level 3 Certificate in Ambulance Patient Care: Urgent Care Services

QAN 603/1301/8

Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services

QAN 603/1300/6

Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services

QAN 603/1299/3

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity or within an approved Realistic Working Environment (RWE).
3. Expert witnesses are permitted for this qualification. The centre will have approved the expert witness but a centre Assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

Tutor requirements

1. Tutors will need to hold as a minimum the Level 3 Award in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st October 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement or the Level 3 Award in Assessing Vocationally Related Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor from 1st October 2018.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification by 1st October 2018. This may be either 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, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.
3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification by 1st October 2018. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA from 1st October 2018.

APPENDIX E

Level 4 Diploma for Emergency Response Ambulance Driving Instruction (L4DERADI) QAN 603/0393/1

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor qualified to make assessment decisions, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
3. Expert witnesses are permitted for this qualification. The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.
4. All assessment for Component 1: Routine Ambulance Demonstration Driving and Component 2: Emergency Response Ambulance Demonstration Driving must be carried out in range of vehicles which must include both Category B (Motor Car) and Category C1 vehicles - specifically a Double-Crewed Ambulance (DCA) or similar vehicle which is comparable in size, weight and specification to that used as part of the operational fleet of an NHS Ambulance Service.
5. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Components 1: Routine Ambulance Demonstration Driving; Component 2: Emergency Response Ambulance Demonstration; Component 5: Assessing for Routine and Emergency Response Ambulance Driving and Component 6: Instruction & Coaching for Routine and Emergency Response Ambulance Driving is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.
6. Centres to which the learner is attached MUST have employed, or registered as a contractor, an individual who holds the Cranfield Ambulance Driving Risk Index (ADRI) Facilitator & Driving Instructor (ADIRI) competency.
7. Centres must carry out and record a pre-assessment of all prospective learners' suitability to undertake this qualification in terms of their personal specification and eligibility.

Tutor and Assessor requirements

1. Must be employed or registered as a contractor with either an NHS Ambulance Service, Private Ambulance Service or Voluntary Aid Society, which gives them the legal right to deliver and assess the L4DERADI. (or)
Must be employed or registered as a contractor with a private training provider who has approval to deliver the L4DERADI qualification and has legal contracts/agreements in place with either the NHS, Private or Voluntary Ambulance Services, which provides them with the legal right to deliver the L3CERAD.
2. Must hold an approved education qualification at, equivalent or higher than the Level 5 Diploma in Education & Training and evidence of ongoing CPD in this area within the last 12

months. (Applicants can be accepted as a minimum being registered and actively working towards).

3. Must hold the L3 Certificate in Assessing Vocational Achievement (or its legacy qualifications D32/33 or A1) and provide evidence of ongoing CPD in this area within the last 12 months.
4. Must hold the Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes & Practices or its legacy (D34, V1) or higher and provide evidence of ongoing CPD in this area within the last 12 months. (Applicants can be accepted as a minimum being registered and actively working towards).
5. Must hold the L3 Certificate in Emergency Response Ambulance Driving L3CERAD (this may include achievement through RPL).
6. Must hold the L4 Diploma in Emergency Response Ambulance Driving Instructor L4DERADI (this may include achievement through RPL) and a minimum of 3 years' experience as a qualified ambulance driving instructor prior to date of application.
7. Holds a full UK/EU driving licence for the class of vehicle to be instructed on for a minimum of 3 years prior to the date of application.
8. Has no more than 3 endorsement points. (This is the agreed national standard, however each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points).
9. Must hold an up to date portfolio of continuing professional development in both L3CERAD, L4DERADI and those competencies related to education and assessing.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be occupationally competent and qualified to make quality assurance decisions as defined in this assessment strategy.
2. The IQA must hold either 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 (depending on the role of the individual), or one of the recognised legacy qualifications (D34, V1) and provide evidence of ongoing CPD in this area within the last 12 months.
3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

All internal quality assurers (IQAs):

4. Must hold the L3 Certificate in Emergency Response Ambulance Driving L3CERAD (this may include achievement through RPL).
5. Must hold the L4 Diploma in Emergency Response Ambulance Driving Instructor L4DERADI (this may include achievement through RPL) and a minimum of 3 years' experience as a qualified ambulance driving instructor prior to date of application.
6. Must hold the L3 Certificate in Assessing Vocational Achievement (or its legacy qualifications D32/33 or A1) and evidence of ongoing CPD in this area within the last 12 months.

External Quality Assurance

1. All External Quality Assurers (EQA) must be occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (depending on the role of the individual), or one of the recognised legacy qualifications (D35, V2) and evidence of ongoing CPD in this area within the

last 12 months. (Applicants can be accepted as a minimum being registered and actively working towards). During the period of transition, those responsible for internal quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard 12: Externally monitor and maintain the quality of assessment.

All external quality assurers (EQAs):

3. Must hold the L3 Certificate in Emergency Response Ambulance Driving L3CERAD (this may include achievement through RPL).
4. Must hold the L4 Diploma in Emergency Response Ambulance Driving Instructor L4DERADI (this may include achievement through RPL) and a minimum of 3 years' experience as a qualified ambulance driving instructor prior to date of application.

APPENDIX F

Level 4 Diploma in Deafblindness for Practitioners (L4DDP) 603/0674/9

Level 5 Diploma in Deafblindness for Advanced Practitioners (L5DDAP) 603/0675/0

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified: tasks, assignments, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions must be made by an occupationally competent assessor qualified to make assessment decisions, as defined in this assessment strategy.

Tutor and Assessor Requirements

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All assessors must either:
 - a) Hold or be registered on and actively working towards, a recognised assessor qualification. This should be either the Level 3 Award in Understanding the Principles and Practices of Assessment (Component Reference No D/601/5313) or the Level 3 Award in Assessing Vocationally Related Achievement or the Level 3 Certificate in Assessing Vocational Achievement. Assessors working towards their assessor qualification would be expected to achieve this within two years. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.

Or

 - b) Hold an approved teaching qualification at, equivalent or higher than the Level 5 Diploma in Education & Training
And maintain evidence of ongoing CPD in this area within the last 12 months.
3. During the period of transition, assessors must meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard: 09 Assess learner achievement.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally knowledgeable and qualified to make quality assurance decisions.
2. The IQA must either:
 - a) Hold or be registered on and actively working towards, a recognised Quality Assurance qualification. This should be either 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, depending on the role of the individual. IQAs working towards their IQA qualification would be expected to achieve this within two years. Internal quality assurers holding the V1 or D34 qualifications are not required to re-qualify.

Or

- b) Hold an approved teaching qualification at, equivalent or higher than the Level 5 Diploma in Education & Training

And maintain evidence of ongoing CPD in this area within the last 12 months.

- 3. During the period of transition, Quality Assurers must meet the same standards of practice as set out in the Learning and Development National Occupational Standard 11: Internally monitor and maintain the quality of assessment.

External Quality Assurance

- 1. All External Quality Assurers (EQA) must be currently, occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.
- 2. The EQA must hold or be registered on and actively working towards a recognised external quality assurance qualification, either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. EQAs working towards their EQA qualification would be expected to achieve this within two years. External Quality Assurers holding the V2 or D35 qualifications are not required to re-qualify.
- 3. During the period of transition, those responsible for external quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard 12: Externally monitor and maintain the quality of assessment.

APPENDIX G

Level 3 Diploma in Ambulance Emergency and Urgent Care Support

QAN 603/2146/5

Diploma in Emergency Care Support at SCQF Level 6

R482 04

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
3. Expert witnesses are permitted for this qualification. The centre will have approved the expert witness but a centre Assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

Tutor requirements

1. Tutors will need to hold as a minimum a recognised teaching qualification such as the Level 4 Certificate in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st October 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement or the Level 3 Award in Assessing Vocationally Related Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor from 1st October 2018.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification by 1st October 2018. This may be either 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, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.

3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification by 1st October 2018. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA from 1st October 2018.

ACCEPTABLE TEACHING/TRAINING QUALIFICATIONS

Please note: these lists are not exhaustive but provide a guide to acceptable teaching and training qualifications. For qualifications that do not appear in the lists, Centres will be required to undertake due diligence of why they believe them to be equivalent. These records of due diligence may be requested by the Centre's EQA(s) or FutureQuals and should include detailed evidence of the qualification title, content and transcript to cover the relevant learning outcomes and criteria, plus evidence of successful achievement.

Level 3 Teaching Qualifications: Acceptable Equivalents
CIPD Certificate in Training Practice - Level 3
City & Guilds 7307 Certificate in Teaching Adult Learners
City & Guilds 7407 Certificate in Teaching Adult Learners
City and Guilds 7306 Further and Adult Education Teachers Certificate
City & Guilds L3 Certificate for Learning Support Practitioners
City & Guilds L3 Certificate in Learning & Development
City & Guilds L3 Certificate in Supporting Learning
ENB 998: Teaching and Assessing in Clinical Practice
FETC Stage 1/2/3 Level 4
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
IHCD Ambulance Aid/Clinical Tutor qualification
IHCD Ambulance Driving Tutor qualification
L3 Award in Education and Training
L3/L4 Preparing to Teach in the Lifelong Learning Sector (PTLLS 12 Credits)
L3/L4 Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
L4 Certificate in Education & Training
L4/L5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
L5 Diploma in Education & Training
Nursing & Paramedic Mentorship Qualifications
NVQ Level 3 Direct Training and Support
NVQ Level 3 in Learning and Development
NVQ Level 3 Training and Development
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 4 in Learning and Development
NVQ Level 4 in Training and Development
OCR L3 Certificate in Learning & Development
Pearson/EDI/BTEC L3 Certificate in Learning & Development
Pearson/EDI/BTEC Level 3 Certificate in Educational Principles and Practice
Pearson/EDI/BTEC Professional Certificate In Instructional Techniques - Level 4

Level 4 Teaching Qualifications: Acceptable Equivalents or Higher.
Advanced Diploma Teaching in Further Education - 2006
BTEC Professional Certificate In Instructional Techniques - Level 4
CIPD Certificate in Training Practice - Level 3
City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1 & 2
City & Guilds 7407 Level 4 Stage 1
City & Guilds 7407 Level 4 Stage 1&2
City & Guilds L3 Certificate for Learning Support Practitioners
City & Guilds L3 Certificate in Learning & Development
City & Guilds L3 Certificate in Supporting Learning
City & Guilds L5 Diploma in Teaching
City and Guilds 7306 Further and Adult Education Teachers Certificate Level 4
Edexcel/BTEC L3 Certificate in Ambulance Driving Instruction
Edexcel L4 Diploma in Learning & development
EDI Level 3 Certificate in Educational Principles and Practice
ENB 998: Teaching and Assessing in Clinical Practice
FETC Stage 1 Level 4 (old NQF)
FETC Stage 2 Level 4 (old NQF)
FETC Stage 3 Level 4 (old NQF)
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from HEIs in Wales
IHCD Ambulance Aid/Clinical Tutor qualification
IHCD Ambulance Driving Tutor qualification
L3/L4 Certificate in Teaching in the Lifelong Learning Sector,
L4 Certificate in Education & Training
L4/L5 Diploma in Teaching in the Lifelong Learning Sector,
L5 Diploma in Education & Training
Nursing & Paramedic Mentorship Qualifications
NVQ Level 3 in Learning and Development
NVQ Level 3 Training and Development
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 4 in Learning and Development
NVQ Level 4 in Training and Development
OCR L3 Certificate in Learning & Development
OCR L4 Diploma in Learning & Development
OCR L5 Diploma in Teaching Learners
OCR L7 Diploma in Teaching Learners
Pearson/EDI L3 Certificate in Learning & Development
Pearson/BTEC L5 Diploma in Teaching
Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills for Life subject specialism
University of Ulster Certificate in Further/Higher Education

Level 5 Teaching Qualifications: Acceptable Equivalents or Higher.
City & Guilds L5 Diploma in Teaching
FETC Stage 3 Level 4 (old NQF)
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from HEIs in Wales
L5 Diploma in Teaching in the Lifelong Learning Sector,
L5 Diploma in Education & Training
OCR L5 Diploma in Teaching Learners
OCR L7 Diploma in Teaching Learners
Pearson/BTEC L5 Diploma in Teaching
Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills for Life subject specialism
University of Ulster Certificate in Further/Higher Education

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