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Sector Skills Council
for the Creative and
Cultural Industries

Level 3 Certificate for Creative Practitioners Working with Children and Young People

Consultation Document

May 2012

Contents

Introduction.....	3
Rules of Combination (qualification structure)	5
Units of assessment.....	6
1. Safeguarding the welfare of children and young people.....	6
2. Child and young person development	8
3. Understand the context for the delivery of creative learning activities (NEW).....	10
4. Plan, deliver and evaluate creative learning activities for children and young people (NEW)..	12
5. Support children and young people’s positive behaviour	15
6. Promote professional development	17
7. Promote equality, diversity and inclusion in work with children and young people	19
8. Support Children and Young People's Health and Safety	21
Assessment Principles	23

Introduction

In 2010, Creative & Cultural Skills, funded by Arts Council England, carried out an audit of training currently available for creative practitioners working with children and young people in schools and other learning environments. This showed that there was a clear need and demand for one or more nationally recognised vocational qualifications, which could be accredited within the Qualifications and Credit Framework (QCF) and recognised by schools and other organisations in England.

An industry-led Steering Group was established to oversee on-going work and further consultation with stakeholders was undertaken to gather views on the optimum size, level and content of any new qualification(s). An Industry Working Group, made up of employers and practitioners from across the creative and cultural industries was also established to provide technical input to the more detailed development. Two national awarding organisations have been working closely with the Working Group with a view to offering the new qualification(s) from October 2012.

The content and structure of a proposed new Level 3 Certificate for Creative Practitioners Working with Children and Young People has been drafted. We would now like to consult more widely with practitioners, employers and other key stakeholders in order to test the suitability of the qualification in meeting the needs of creative practitioners before the development is completed and the qualification is formally submitted to the qualifications regulators for accreditation.

About the qualification

The Level 3 Certificate for Creative Practitioners Working with Children and Young People has been developed for creative practitioners (artists, musicians, dancers, craftsmen, actors, heritage educators etc) who are involved in delivering creative learning activities for children and young people.

Creative practitioners will work in a range of different settings, including: schools; pupil referral units; youth justice settings; health and well-being settings; museums and galleries; libraries; theatres; arts centres and cultural venues; community organisations; and early years' settings.

The qualification is suitable for individuals that are new to working with children and young people, as well as for those with more experience but who want to brush up on their knowledge and skills and/or gain a recognised qualification.

There is significant flexibility in how the qualification can be delivered allowing learning programmes to be designed around the needs of individuals.

The proposed new Level 3 qualification is made up of eight units (bite-sized chunks of learning). Each unit relates to a specific area of knowledge or skill that creative practitioners need in order to work with children and young people, including:

1. Safeguarding children and young people;
2. Child and young person development;
3. Understand the context for the delivery of creative learning activities;
4. Plan, deliver and evaluate creative learning activities;
5. Support children and young people's positive behaviour;
6. Professional development;
7. Promote equality, diversity and inclusion in work with children and young people;
8. Support children and young people's health and safety

Some of the units (units 1, 2, 5, 6, 7 and 8) already form part of other recognised QCF qualifications for individuals who care for children and young people or who support teaching and learning in schools and so offer the potential for progression to these other qualifications. Units 3 and 4 are new units that have been written especially to meet the specific requirements of the new qualification.

Each unit includes:

- **Learning outcomes** – these are statements of what a learner is expected to know, understand or be able to do as a result of a process of learning;
- **Assessment criteria** – this is a description of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved;
- **A credit value** – this indicates the size of the unit, i.e. the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria (1 credit = 10 hours of learning time);
- **Guided learning hours** – this is the number of hours of teacher-supervised or direct study time that will normally be required to teach the unit, assuming no previous knowledge or experience;
- **Assessment guidance** – this provides additional guidance on how the unit should be assessed, including advice on how some of the unit requirements should be interpreted.

Creative practitioners will work towards the full Level 3 Certificate by completing and achieving credit for each of the units. All units must be completed to achieve the full Level 3 Certificate.

Assessment of each unit will be through a combination of coursework, portfolio of evidence and practical demonstration in the work environment.

What do we need you to do?

We are keen to ensure that the proposed new Level 3 qualification is entirely fit for purpose before it is submitted to the qualifications regulators for accreditation into the QCF. We would particularly welcome views on the rules of combination (i.e. the qualification structure) and on the content of the units, especially the two new units (units 3 and 4).

We would therefore be very grateful if you would look carefully at the proposed structure, content and assessment principles for the new Level 3 qualification (as shown in this document) and tell us whether or not you think this reflects the knowledge and skills that creative practitioners need in order to work with children and young people.

A short questionnaire has been provided, which you should use to send us your comments. The questionnaire can be accessed via the following link:

Please make sure that you complete the questionnaire, **no later than 8th June 2012**.

We very much hope that you will help us by providing us with your comments - we look forward to receiving your completed questionnaire in due course.

Thank you for your help.

Rules of Combination (qualification structure)

Qualification title	Level 3 Certificate for Creative Practitioners Working with Children and Young People
QCF level	3
Credit value	24 (All units mandatory)
Min. credits to be achieved at level of the qualification or above	17
Guided learning hours	153
SSA	13.2 Direct Learning Support
Purpose	D1 Confirm competence in an occupational role to the standards required
Sub-purpose	D2 Confirm the ability to meet a 'licence to practice' or other legal requirements made by the relevant sector, professional or industry body
Assessment	Coursework, Portfolio of Evidence, Practical Demonstration/Assignment
Structure	The learner must achieve all 8 mandatory units to make a total of 24 credits.

Unit ref.	Unit no.	Unit title	Level	Credit
K/601/3323	1	Safeguarding the welfare of children and young people	2	3
H/601/3305	2	Child and young person development	2	2
New Unit	3	Understand the context for the delivery of creative learning activities (DRAFT)	3	3
New Unit	4	Plan, deliver and evaluate creative learning activities for children and young people (DRAFT)	3	6
T/601/7407	5	Support children and young people's positive behaviour	2	2
L/602/2578	6	Promote professional development	4	4
M/601/4070	7	Promote equality, diversity and inclusion in work with children and young people	3	2
D/601/1696	8	Support children and young people's health and safety	3	2

Units of assessment

1. Safeguarding the welfare of children and young people

Unit reference number:	K/601/3323
Unit Level:	Level 2
Unit Sub Level:	None
Guided Learning Hours:	20
Unit Credit Value:	3
SSAs:	1.5 Child Development and Well-Being
Unit Grading Structure:	Pass

Assessment Guidance:

This unit must be assessed in accordance with the TDA assessment principles.

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- Disclosure
- Allegations
- Signs and indicators of abuse.

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2	Know what to do when children or young people are ill or injured, including emergency procedures	2.1	Identify the signs and symptoms of common childhood illnesses
		2.2	Describe the actions to take when children or young people are ill or injured
		2.3	Identify circumstances when children and young people might require urgent medical attention
		2.4	Describe the actions to take in response to emergency situations including: a fires b security incidents

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		c missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1	Identify the characteristics of different types of child abuse
	3.2	Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3	Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying
	3.4	Describe the actions to take in response to concerns that a colleague may be: a failing to comply with safeguarding procedures b harming, abusing or bullying a child or young person
	3.5	Describe the principles and boundaries of confidentiality and when to share information

2. Child and young person development

Unit Reference Number:	H/601/3305
Unit Level:	Level 2
Unit Sub Level:	None
Guided Learning Hours:	15
Unit Credit Value:	2
SSAs:	1.5 Child Development and Well-Being
Unit Grading Structure:	Pass

Assessment Guidance

This unit must be assessed in accordance with the TDA assessment principles.

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the main stages of child and young person development	1.1	Describe the expected pattern of children and young people's development from birth to 19 years, to include: a physical development b communication and intellectual development c social, emotional and behavioural development
		1.2	Describe with examples how different aspects of development can affect one another
2	Understand the kinds of influences that affect children and young people's development	2.1	Describe with examples the kinds of influences that affect children and young people's development including: a background b health c environment
		2.2	Describe with examples the importance of recognising and responding to concerns about children and young people's development
3	Understand the potential effects of transitions on children and young people's development	3.1	Identify the transitions experienced by most children and young people
		3.2	Identify transitions that only some children and young people may experience e.g. bereavement

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.3	Describe with examples how transitions may affect children and young people's behaviour and development

3. Understand the context for the delivery of creative learning activities (NEW)

Unit reference number:	New Unit
Unit Level:	Level 3
Unit Sub Level:	None
Guided Learning Hours:	20
Unit Credit Value:	3
SSAs:	13.2 Direct learning support
Unit Grading Structure:	Pass

Assessment Guidance:

Setting relates to the type of organisation or context in which learning is to be undertaken. There is a wide variety of settings that are applicable, including but not limited to: schools; pupil referral units; youth justice settings; health and well-being settings; museums and galleries; libraries; theatres; arts centres and cultural venues; community organisations; early years setting

Partners are the organisations and/or staff/participants in the organisations/settings in which creative learning activities are to be planned, delivered and evaluated, and children and young people's parents/carers and other supporters, as appropriate

Learning Outcomes and Assessment Criteria

Learning outcomes: The learner will:	Assessment Criteria: The learner can:
1. Understand the importance of creative development for children and young people	1.1 Describe why creative development is important to children and young people's learning 1.2 Identify the elements of creative learning that contribute to children and young people's development 1.3 Describe how own art form/s or heritage practice can support creative development for children and young people 1.4 Explain how creative development can link to other areas of learning
2. Understand the environment in which creative learning activities are delivered	2.1 Describe the purpose, priorities and key features of a specific work setting in which creative learning activities for children and young people take place 2.2 Explain the roles and responsibilities of self and others involved in the planning and delivery of creative learning activities for children and young people within a specific work setting 2.3 Identify any laws and codes of practice which relate to a specific work setting in which creative learning takes place 2.4 Identify the policies and procedures of a specific work setting which are relevant to own work role 2.5 Explain the health, safety and security issues that need consideration within your art form/s and contexts

<p>3. Understand how partnerships support the planning and delivery of creative learning activities</p>	<p>3.1 Explain why the development and management of effective partnerships is important in planning and delivering creative learning activities for children and young people</p> <p>3.2 Explain how to identify suitable partners with whom to develop and deliver learning programmes</p> <p>3.3 Explain how to identify further opportunities for children and young people in the wider arts and heritage sector</p> <p>3.4 Explain how agreement is reached and maintained with partners on defining roles and responsibilities</p> <p>3.5 Define the characteristics of effective partnerships in the planning, delivery and legacy of creative learning activities</p> <p>3.6 Identify the potential barriers to effective partnerships</p>
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4. Plan, deliver and evaluate creative learning activities for children and young people (NEW)

Unit reference number:	New Unit
Unit Level:	Level 3
Unit Sub Level:	None
Guided Learning Hours:	25
Unit Credit Value:	6
SSAs:	13.2 Direct learning support
Unit Grading Structure:	Pass

Assessment Guidance:

Setting relates to the type of organisation or context in which learning is to be undertaken. There is a wide variety of settings that are applicable, including but not limited to: schools; pupil referral units; youth justice settings; health and well-being settings; museums and galleries; libraries; theatres; arts centres and cultural venues; community organisations; early years settings

Partners are the organisations and/or staff/participants in the organisations/settings in which creative learning activities are to be delivered, and children and young people's parents/carers and other supporters as appropriate

The type of **resources and learning materials** will be dependent on the art form being delivered and the setting

Personal learning and thinking skills include: independent enquiry; team working, effective participation, self management; reflection; and creative thinking

Learning Outcomes and Assessment Criteria

Learning outcomes: The learner will:	Assessment Criteria: The learner can:
1. Be able to plan creative learning activities	1.1 Work with partners/participants to agree creative learning objectives and activities that are appropriate to <ol style="list-style-type: none"> The art form/s or context The needs of the learners The setting in which learning is to be undertaken The development and/or improvement of art form or context specific skills and understanding 1.2 Agree appropriate contractual arrangements, including the budget and resources needed to deliver creative learning activities 1.3 Agree the roles and responsibilities of self and others involved in the planning and delivery of creative learning activities for and including children and young people 1.4 Prepare lesson/session plans to meet creative learning objectives

	<p>1.5 Prepare resources and/or learning materials that:</p> <ul style="list-style-type: none"> a) Are appropriate to the creative learning activity a) Enable learners to have ownership of the creative process b) Are of the quality and quantity required a) Meet health, safety and other requirements <p>1.6 Plan how evaluation of creative learning activities will be undertaken</p>
<p>2. Be able to prepare the environment for creative learning activities</p>	<p>2.1 Prepare learning environments to meet:</p> <ul style="list-style-type: none"> a) The technical or creative requirements of the planned learning activities b) The age range of the learners involved c) Any particular needs/interests of learners <p>2.2 Identify potential hazards in the learning environment</p> <p>2.3 Take actions to minimise risks, including checking that the necessary safety equipment and procedures are in place and functional</p>
<p>3. Understand the range of pedagogical approaches for enabling children and young people's creative learning</p>	<p>3.1 Describe, with supporting examples from own practice, at least three different pedagogical approaches for creative learning</p> <p>3.2 Explain how the setting influences the delivery of creative learning activities and how different creative learning approaches can be effective</p>
<p>4. Be able to deliver creative learning activities</p>	<p>4.1 Demonstrate an awareness of and ability to use teaching and learning methods to:</p> <ul style="list-style-type: none"> a) Support, challenge and inspire learners b) Meet the creative learning objectives c) Maintain learners' motivation and interest d) Support learners to set personal objectives e) Develop and/or improve learners' art form or context specific skills and understanding f) Build learners' confidence and develop creative capacities g) Support the development of personal learning and thinking skills h) Gather feedback on learners' progress and achievements <p>4.2 Promote the inclusion of all learners</p> <p>4.3 Monitor learners responses to creative learning activities</p>

	<p>4.4 Adapt the environment and learning activities as required to:</p> <ul style="list-style-type: none"> a) Meet learners' needs b) Maintain health, safety and security for all c) Make the best use of available space and resources <p>4.5 Support learners to:</p> <ul style="list-style-type: none"> a) Take an increasing level of responsibility and reflect on learning and practice b) Select resources and materials relevant to their creative learning activities c) Use resources and materials safely and correctly <p>4.6 Use monitoring outcomes to provide learners with support and feedback on their work</p>
<p>5. Be able to evaluate creative learning activities</p>	<p>5.1 Use appropriate assessment techniques/methods to support the evaluation of learners' progress in relation to the learning objectives</p> <p>5.2 Gather feedback from learners on their learning experience and encourage learners to seek feedback from peers</p> <p>5.3 Use feedback from learners and partners to evaluate own planning and delivery</p> <p>5.4 Identify areas for improvement</p>

5. Support children and young people's positive behaviour

Unit Reference Number:	T/601/7407
Unit Level:	Level 2
Unit Sub Level:	None
Guided Learning Hours:	15
Unit Credit Value:	2
SSAs:	13.2 Direct Learning Support
Unit Grading Structure:	Pass

Assessment Guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Policies and procedures of the setting relevant to promoting positive behaviour, for example:

- Behaviour policy
- Code of conduct
- Rewards and sanctions
- Dealing with conflict and inappropriate behaviour
- Anti-bullying
- Attendance

Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1	Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour
		1.2	Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2	Be able to support positive behaviour	2.1	Describe the benefits of encouraging and rewarding positive behaviour
		2.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
		2.3	Demonstrate realistic, consistent and supportive

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		responses to children and young people's behaviour
	2.4	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3 Be able to respond to inappropriate behaviour	3	
	3.1	Select and apply agreed strategies for dealing with inappropriate behaviour
	3.2	Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

6. Promote professional development

Unit Reference Number:	L/602/2578
Unit Level:	Level 4
Unit Sub Level:	None
Guided Learning Hours:	33
Unit Credit Value:	4
SSAs:	1.3 Health and Social Care
Unit Grading Structure:	Pass

Assessment Guidance:

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand principles of professional development	1.1	Explain the importance of continually improving knowledge and practice
		1.2	Analyse potential barriers to professional development
		1.3	Compare the use of different sources and systems of support for professional development
		1.4	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date
2	Be able to prioritise goals and targets for own professional development	2.1	Evaluate own knowledge and performance against standards and benchmarks
		2.2	Prioritise development goals and targets to meet expected standards
3	Be able to prepare a professional development plan	3.1	Select learning opportunities to meet development objectives and reflect personal learning style
		3.2	Produce a plan for own professional development, using an appropriate source of support
		3.3	Establish a process to evaluate the effectiveness of the plan

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to improve performance through reflective practice	4.1	Compare models of reflective practice
		4.2	Explain the importance of reflective practice to improve performance
		4.3	Use reflective practice and feedback from others to improve performance
		4.4	Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes

7. Promote equality, diversity and inclusion in work with children and young people

Unit Reference Number:	M/601/4070
Unit Level:	Level 3
Unit Sub Level:	None
Guided Learning Hours:	10
Unit Credit Value:	2
SSAs:	1.5 Child Development and Well-Being
Unit Grading Structure:	Pass

Assessment Guidance:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 1.4, 1.5 and 3.3 must be assessed in the workplace.

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to promote equality and diversity in work with children and young people	1.1	Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
		1.2	Explain the importance of promoting the rights of all children and young people to participation and equality of access
		1.3	Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people
		1.4	Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences
		1.5	Demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in own work with children and young people
2	Understand the impact of prejudice	2.1	Explain ways in which children and young people can

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	and discrimination on children and young people		experience prejudice and discrimination
		2.2	Analyse the impact of prejudice and discrimination on children and young people
		2.3	Evaluate how own attitudes, values and behaviour could impact on work with children and young people
		2.4	Explain how to promote anti-discriminatory practice in work with children and young people
		2.5	Explain how to challenge discrimination
3	Be able to support inclusion and inclusive practices in work with children and young people	3.1	Explain what is meant by inclusion and inclusive practices
		3.2	Identify barriers to children and young people's participation
		3.3	Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people

8. Support Children and Young People's Health and Safety

Unit Reference Number:	D/601/1696
Unit Level:	Level 3
Unit Sub Level:	None
Guided Learning Hours:	15
Unit Credit Value:	2
SSAs:	1.3 Health and Social Care, 1.5 Child Development and Well-Being
Unit Grading Structure:	Pass

Assessment Guidance:

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

Unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services.
		1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.
		1.3	Identify sources of current guidance for planning healthy and safe environments and services.
		1.4	Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.
2	Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues.
		2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits.
		2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.
		2.4	Explain how health and safety risk assessments are monitored and reviewed.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Understand how to support children and young people to assess and manage risk for themselves.	3.1	Explain why it is important to take a balanced approach to risk management.
		3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements.
		3.3	Give example from own practice of supporting children or young people to assess and manage risk.
4	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits.	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness.
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Assessment Principles

(Incorporating assessment principles developed by TDA and Skills for Care and Development)

Assessment principles

1. Competence-based learning outcomes (i.e. those beginning with 'be able to')

- a) Assessment decisions for competence-based learning outcomes must:
 - i. Be made in a real work environment - any knowledge evidence integral to these learning outcomes (as defined in the assessment criteria) may be generated outside of the work environment but the final assessment decision must be within the real work environment;
 - ii. Be made by an occupationally competent assessor with the expertise to make assessment decisions.
- b) Competence based assessment must include direct observation as the main source of evidence.
- c) Expert witnesses may, with the agreement of the assessor, undertake direct observation where:
 - i. They have occupational expertise for specialist areas; and/or
 - ii. The observation is of a particularly sensitive nature.

2. Knowledge-based learning outcomes (i.e. those beginning with 'know' or 'understand')

- a) Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.
- b) Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.
- c) Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

3. Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

Definitions

4. **Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
5. **Occupationally knowledgeable:** This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:
 - Designed to test specific knowledge and understanding, or
 - Where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

6. **Qualified to make assessment decisions:** This means that each assessor must have the necessary expertise and either hold, or be working towards, an appropriate qualification that will enable them to make appropriate and consistent assessment decisions. Awarding Organisations will determine which qualifications are appropriate, taking account of the units of competence under assessment. Appropriate qualifications might include:

Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

Level 3 Award in Assessing Competence in the Work Environment (QCF)

Level 3 Award in Assessing Vocationally Related Achievement (QCF)

Level 3 Certificate in Assessing Vocational Achievement (QCF)

Where assessors already hold professional teaching qualifications or other qualifications such as D32/33 or A1/A2, consideration should be given to using these as a proxy.

7. **Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those who are undertaking internal quality assurance to make decisions about that quality assurance.
8. **Expert witness:** An expert witness must:
- Have a working knowledge of the QCF units for which they are providing witness testimony;
 - Be occupationally competent in their area of expertise; and
 - Have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.
9. **Work environment:** This will be the learner's normal place of work or other setting in which creative learning activities are delivered and must reflect typical employment conditions that are relevant to the work activities being assessed. Places of work/settings will include schools, pupil referral units, youth justice settings, museums and galleries, libraries, theatres, arts centres, community organisations, etc.