

# Qualification Specification

Focus Awards Level 2 Award in Instructing  
Circuit Training Sessions (RQF)

603/2046/1



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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## Focus Awards Level 2 Award in Instructing Circuit Training Sessions (RQF)

### Qualification Details

QAN: 603/2046/1

GLH: 60

TQT: 100

Credit: 10

### Qualification Purpose

The Focus Awards Level 2 Award in Circuit Training Sessions (RQF) is aimed at those learners qualified with a level 2 fitness qualification looking to be able to competently plan and instruct circuit training sessions.

The Focus Awards Level 2 Award in Circuit Training Sessions (RQF) provides learners with the extended knowledge, understanding and skills to be able to competently instruct circuit training sessions. The qualification will also allow learners to be ably prepare, instruct, demonstrate and evaluate a circuit training exercise session highlighting the benefits and safety considerations to be considered when designing a circuit training sessions programme.

### Qualification Structure/Rules of Combination

To successfully achieve the Focus Awards Level 2 Award in Circuit Training Sessions (RQF) learners must complete the two mandatory units below achieving a total of 10 credits.

| Unit Title                                  | Unit Ref   | Level | GLH | Credit |
|---|------------|-------|-----|--------|
| Planning group circuit training sessions    | K/615/9821 | 2     | 24  | 2      |
| Instructing group circuit training sessions | M/615/9724 | 2     | 36  | 2      |

### Learner Entry Requirements

A learner must have previously completed a Level 2 Fitness instructing qualification other than this Focus Awards do not set any other entry requirements for the qualification however other requirements may be required by the centre.

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## Age Ranges

Entry is at the discretion of the centre however, learners should be 16 to undertake this qualification.

Please note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification

## Geographical Coverage

This qualification is available in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

## Assessment Methods

The Focus Awards Level 2 Award in Circuit Training Sessions (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Assessor observation
- Witness Testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

**Focus Awards Level 2 Award in Instructing Circuit Training Sessions (RQF)**  
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- Level 3 Certificate in Personal Training
- Level 3 National Award/Certificate/Diploma in Sport
- Level 3 NVQ in Instructing Physical Activity and Exercise

## Useful websites and supporting materials

- [www.focusawards.org.uk/supportingmaterials](http://www.focusawards.org.uk/supportingmaterials)
- [www.skillsactive.org.uk](http://www.skillsactive.org.uk)
- [www.exerciseregister.org/](http://www.exerciseregister.org/)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## Appendix A: Units

|  |   |  |   |
|--|---|--|---|
| <b>Unit Title:</b>   | Planning group circuit training sessions  |  |   |
| <b>Unit No:</b>  | K/615/9821  |  |   |
| <b>Level:</b>  | 2   |  |   |
| <b>GLH:</b>  | 24  |  |   |
| <b>Credit:</b>   | 4   |  |   |
| <b>Unit details:</b> The aim of this unit is to develop the learner's knowledge and understanding of the circuit training, focusing on training methods, the use of music and the collection of client feedback. |   |  |   |
| <b>Learning Outcome</b><br><b>The learner will:</b>  |   | <b>Assessment Criterion</b><br><b>The learner can:</b> |   |
| 1.   | Understand circuit training and the different methods of training                       | 1.1  | Define what is meant by circuit training  |
|  |   | 1.2  | Identify the benefits of circuit training   |
|  |   | 1.3  | Describe different methods of circuit training.   |
|  |   | 1.4  | Describe the different worktime and recovery ratios that can be used in a circuit training session    |
|  |   | 1.5  | Explain the purpose of different worktime and recovery ratios   |
|  |   | 1.6  | Describe the different circuit training formats   |
|  |   | 1.7  | Identify different equipment and exercises that can be used in a circuit training session             |
|  |   | 1.8  | Identify information to be included on the circuit training cards                                     |
| 2  | Understand the use of music with a circuit training session                             | 2.1  | Describe the licensing and legal arrangements of using music in a circuit training session            |
|  |   | 2.2  | Identify how music and voice levels can be used to motivate individuals in a circuit training session |
| 3  | Understand how to collect and use participant information in a circuit training session | 3.1  | List appropriate methods of screening individuals for a circuit training sessions                     |
|  |   | 3.2  | Identify any reasons for temporary referral and how participant                                       |

|   |   |     |  |
|---|---|-----|--|
|   |   |     | information may affect planning of a session   |
| 4 | The role of a circuit training instructor | 4.1 | Identify key responsibilities of the role of a circuit training instructor             |
|   |   | 4.2 | Identify methods of motivating participants  |
|   |   | 4.3 | Identify factors to consider when planning a circuit training session                  |
|   |   | 4.4 | Plan a safe and effective circuit training session and record in an appropriate format |

|   |  |  |  |
|---|--|--|--|
| <b>Unit Title:</b>  | Instructing group circuit training sessions  |  |  |
| <b>Unit No:</b>   | M/615/9724   |  |  |
| <b>Level:</b>   | 2  |  |  |
| <b>GLH:</b>   | 36   |  |  |
| <b>Credit:</b>  | 6  |  |  |
| <b>Unit details:</b> The aim of this unit is to develop the learners knowledge and understanding of the circuit training, focusing on preparation, safety and bringing the session to an end. |  |  |  |
| <b>Learning Outcome<br/>The learner will:</b>   |  | <b>Assessment Criterion<br/>The learner can:</b> |  |
| 1.  | Understand the safety considerations when preparing for a circuit training session | 1.1  | Identify the safety considerations in the environment and equipment for the circuit training session |
|   |  | 1.2  | Complete verbal screening and confirm participants experiences for the circuit training session      |
|   |  | 1.3  | Advise participants of the health and safety aspects of the session and the environment              |
| 2   | Instruct a safe and effective circuit training session                             | 2.1  | Introduce clients to the session setting out the aims and objectives of circuit training.'           |
|   |  | 2.2  | Demonstrate safe use and set up of equipment   |
|   |  | 2.3  | Explain the purpose of the session including aims and objectives                                     |
|   |  | 2.4  | Demonstrate effective techniques for all exercises   |
|   |  | 2.5  | Instruct an effective circuit training session relevant to the aims and objectives                   |
|   |  | 2.6  | Ensure effective communication appropriate to the individuals needs                                  |
|   |  | 2.7  | Use effective tone and pitch of voice  |
| 3   | Monitor an safe and effective circuit training session                             | 3.1  | Identify correct technique using appropriate positions to observe performance                        |
|   |  | 3.2  | Monitor safety and effective intensity of exercise   |



|   |  |     |  |
|---|--|-----|--|
|   |  | 3.3 | Provide effective teaching points and instructional points   |
|   |  | 3.4 | Identify when an exercise needs to be adapted to meet individual needs and abilities                           |
| 4 | Bring the circuit training session to an end | 4.1 | Demonstrate an effective cool down that is safe and effective  |
|   |  | 4.2 | evaluate feedback received from individuals on the session   |
|   |  | 4.3 | Provide feedback to individuals on the session   |
|   |  | 4.4 | Put equipment away and leave the environment in an acceptable condition following the circuit training session |
|   |  | 4.5 | Evaluate own performance and effectiveness of the session, documenting any improvements                        |

## Appendix B: Assessment strategy

### Tutors, Assessors and Quality Assurance Staff

Required Criteria All Tutors, Assessors and Quality Assurance Staff must:

- Possess a Fitness Instructing specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Possess a context specific qualification in the context of fitness being assessed or quality assured e.g. exercise to music, yoga
- Have relevant industry experience
- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance)
- Be knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications

### Tutors

Tutors must hold, or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (RQF) (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (RQF) (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (RQF) (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (RQF) (DTTLS)

### Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement (RQF) or
- Level 3 Award in Assessing Competence in the Work Environment (RQF) or
- Level 3 Certificate in Assessing Vocational Achievement (RQF), or
- A1 (previously D32, D33)
- Relevant predecessor NQF assessor qualifications

### **Internal Quality Assurers**

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF) or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF) or
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

(It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above)

### **External Quality Assurers**

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF) or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice or
- V2 (previously D35)

(It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

### **Desirable Criteria**

All Assessors and Quality Assurers should be registered with the Register of Exercise Professionals

## Appendix C: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What evidence the learner is expected to produce;
- Documentation which forms part of the assessment process;
- When and where the feedback session will take place;
- What to do if the learner does not agree with the assessment decision (appeals procedure);
- The assessor should also encourage the learners to ask questions or seek clarification on anything relating to the planned assessment. If there are others involved in the assessment process (e.g. clients) they should be part of the assessment briefing.

The assessment briefing can be carried out in a one to one or in a group situation. If this is conducted in a group situation, then the assessor will briefly confirm the process with each individual before the assessment starts.

### Observing the learner

Observation is the main method of assessing practical competence and involves the assessor observing the learner carry out the planned assessment. When carrying out an observed assessment, the assessor should abide by the following guidelines:

- Involve the learner in their own assessment;
  - Complete an adequate briefing;
  - Use an assessment checklist or an approved assessor report;
  - Ensure a good observational position is adopted to enable you to see/hear appropriately;
  - Avoid becoming involved in the assessment process except in instances of health and safety or when 'moving on';
- Please note, assessors are not allowed to move learners on, if it is an NVQ assessment.**

- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give feedback/assessment decision after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance;
- Avoid assessing in noisy environments;
- Please ensure that the feedback session to provide feedback on the learner's performance is conducted in an appropriate place e.g. comfortable and quiet environment.

### **Suggested stages of an observation for Focus Awards Level 2 Award in Instructing Circuit Training Sessions (RQF)**

- **Step 1**  
Assessment briefing
- **Step 2**  
Summative Observation
- **Step 3**  
Learner/Client Feedback
- **Step 4**  
Learner (Instructor) Evaluation with client (15 minutes minimum)
- **Step 5 (Feedback session)**  
Assessor Questions
- **Step 6**  
Assessment Decision (pass/refer)
- **Step 7**  
Assessment Feedback

## Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular performance criteria.
- Questions are divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
  - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learners underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.
- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

## Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving them a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

## Feedback

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.

- Feedback should not include assessor opinion nor should it be a criticism.
- When providing feedback, this should always be positive and constructive and never critical of the learner's performance. When feedback is delivered to the learner it should follow the 'feedback sandwich' (positive feedback, followed by constructive feedback, finished with positive feedback).
- Effective feedback should be a two way process, involving the learner at all times.
- Assessors must give their assessment decision first and never ask a learner 'how did you think the assessment went'. Following this approach will inform the learner of the assessment decision and not give them false hope, if they think they have achieved competence when they have not. The learner can then concentrate on their feedback rather than thinking 'have I passed'.
- Feedback must be given in an appropriate environment e.g. somewhere quiet and comfortable so that the learner can concentrate on their feedback.

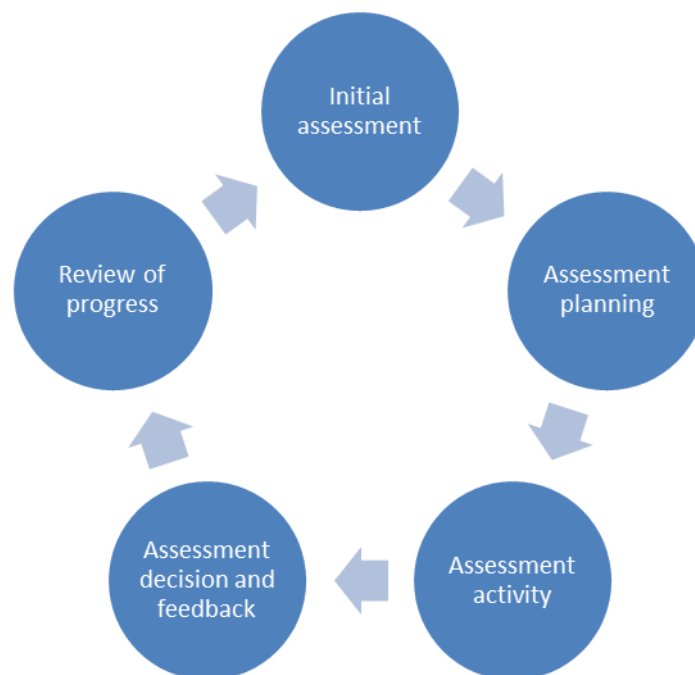
## Appendix D: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



### Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use



within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment.

Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

### **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Including your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

### **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

### **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

### **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

### **Exemptions, equivalences, credit transfer and RPL**

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to

Focus Awards staff as required.

### **Guidance for Tutors, Assessors and IQA's**

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that you have the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

All Tutors, Assessors and Quality Assurance Staff must:

- Possess a Fitness Instructing specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Possess a context specific qualification in the context of fitness being assessed or quality assured eg exercise to music, yoga
- Have relevant industry experience
- Have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance)
- Be knowledgeable of the Active Leisure, Learning and Wellbeing framework of qualifications

### **Requirements for Tutors:**

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Level 4 award in Preparing to Teach in the Life Long Learning Sector (PTTLS);
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Certificate in Education.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

### **Requirements for assessors:**

Assessors should hold or be working towards the following:

- Level 3 Award in Assessing Vocationally Related Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Competence in the Work Environment;
- A1 qualification (previously D32, D33);

Assessors must also show the following:

Relevant technical/occupational competency in the disciplines/units they wish to assess.

*Please note trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.*

### **Requirements for Internal Quality Assurers (IQA):**

IQAs should hold or be working towards the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
- V1 qualification (Previously D34);
- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

IQA's must also show the following;

- Relevant technical/occupational competency in the disciplines/units they wish to assure.

Please note trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

### **Guided learning hours**

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

### **Assessment**

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

### **Consistency of assessment decisions**

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;

- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

### **Judging authenticity**

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- A Record of Achievement document must be implemented to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

### **Guidance on re-submission of learner assessment**

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously

answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;

- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

### **Use of language and stimulus materials**

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. They and the language they use should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

**Please note:**

- That for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.
- For certain qualifications focus awards may provide manuals and learner portfolios for centres to utilise.



## Appendix E: Example Assessment Documentation

### Assessment plan

Assessor name:

Learner name:

Date:

| Date and timings of planned assessment | Unit/s and/or learning outcome/s to be assessed | What is to be assessed?<br>Describe the activity or process you will observe or the product to be produced. | Assessment Method<br>(Please see key below) | Date assessment completed |
|--|---|---|---|---------------------------|
|  |   |   |   |                           |

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions, **A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

### Professional Discussion

|   |                          |
|---|--------------------------|
| <b>Learner name:</b>                              |                          |
| <b>Assessor name:</b>                             |                          |
| <b>Date:</b>                                      |                          |
| <b>Assessment criteria / topic of discussion:</b> | <b>Learner response:</b> |
|   |                          |
|   |                          |
|   |                          |
|   |                          |

|  |  |              |  |
|--|--|--------------|--|
| <b>Assessor signature:</b>                 |  | <b>Date:</b> |  |
| <b>Learners signature:</b>                 |  | <b>Date:</b> |  |
| <b>Internal quality assurer signature:</b> |  | <b>Date:</b> |  |

### Assessor Question Sheet

Qualification:

Unit:

| Assessor question | Learner response | Assessment criteria covered |
|-------------------|------------------|-----------------------------|
|                   |                  |                             |
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|-------------------------------------|--|-------|--|
| Assessor signature:                 |  | Date: |  |
| Learners signature:                 |  | Date: |  |
| Internal quality assurer signature: |  | Date: |  |

### Assessor Feedback Sheet

Qualification:

Unit(s):

| Performance criteria / assessment criteria | Assessor feedback |
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| <b>Assessor signature:</b>                 |  | <b>Date:</b> |  |
| <b>Learners signature:</b>                 |  | <b>Date:</b> |  |
| <b>Internal quality assurer signature:</b> |  | <b>Date:</b> |  |

**Learner Assessment Record**

| Evidence | Date Achieved | Assessor signature | Learner Signature |
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