

# Early Years Educator Qualifications Assessment Principles

## 1. Introduction

**1.1** This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.

**1.2** These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

## 2. Assessment Principles

**2.1** Assessment decisions for **competence based learning outcomes** must be made in a real work environment by an occupationally competent assessor. 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.

**2.2** Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

**2.3** Competence based assessment must include direct observation as the **main** source of evidence

**2.4** Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.

**2.5** Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly

important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for **specialist** areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

**2.6** Assessment of **knowledge based learning outcomes** may take place in or outside of a real work environment.

**2.7** Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

**2.8** Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### **3. Internal Quality Assurance**

**3.1** 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.

### **4. Definitions**

**4.1** Competence based learning outcomes:

These are learning outcomes beginning with 'be able to'.

**4.2** Specialist areas:

A specialist is a person who has a particular skill or knows a lot about a particular subject OR a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.

**4.2** Knowledge based learning outcomes:

These are learning outcomes beginning with 'know' or 'understand'.

**4.3** 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 through clearly demonstrable continuing learning and professional development.

#### **4.4 Occupationally knowledgeable:**

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

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. (Appendix 1 list of acceptable qualifications).

#### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify that undertaking internal quality assurance to make decisions about that quality assurance.

#### **4.5 Expert witness:**

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER a qualification in assessment of workplace performance **OR** a professional work role which involves evaluating the everyday practice of staff
- They have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- They can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

## Appendix 1

### List of acceptable qualifications

Holders of any of the qualifications below must also meet the requirements set out in sections 4.1- 4.3 of this document.

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation

QCF Level 3 Award in Assessing Competence in the Work Environment (for competence / skills learning outcomes **only**)

QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes **only**)

QCF Level 3 Certificate in Assessing Vocational Achievement

Qualified Teacher Status

Certificate in Education in Post Compulsory Education (PCE)

Social Work Post Qualifying Award in Practice Teaching

Certificate in Teaching in the Lifelong Learning Sector (CTLTS)

Diploma in Teaching in the Lifelong Learning sector (DTLLS)

L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

L&D9D - Assessing workplace competence using Direct methods (Scotland)