

Qualification Specification



**Certa Level 2 Diploma in Progression to Further Study in
Social Science Professions
601/7511/4**

Supporting Learning and Achievement

Certa Qualification Specification

About Certa

Certa (the trading name of the Open College Network Yorkshire and Humber Region) is an Awarding Organisation and registered charity that has been offering credit-based accreditation for over 30 years.

We are regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and are licensed to develop qualifications for the Regulated Qualifications Framework (RQF), from Entry Level to Level 8.

The focus of our work is to support learning by recognising achievement through credit-based qualifications. We offer a range of services and products designed to promote widening participation, skills development, learner progression and community transformation.

We are also an Access Validating Agency, licensed by the Quality Assurance Agency for Higher Education (QAA) and as such can offer our Recognised Centres a wide range of Access to Higher Education Diplomas.

The Centres we work with to support good teaching, learning, assessment and quality assurance include: Further Education Colleges, Schools, Employers, Private Training Organisations, Voluntary and Community Organisations, Prisons, National Charities, Local Authorities and Health Trusts.

We can also offer continuous professional development for staff training programmes.

Version	Date of Issue	Comments
1.0	December 2015	Published in new format
1.1	March 2017	Qualification Extended
1.2	October 2017	Operational End / Certification End dates added

Certa contact details:

Certa
Certa House
Lower Warrengate
Wakefield
West Yorkshire
WF1 1SA
Tel: 01924 434600

Please email: esupport@certa.org.uk
or development@certa.org.uk
Website: www.certa.org.uk

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Registered in England Company no: 3773914
Registered Charity Number: 1088839

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1. Qualification Purpose

The Certa Level 2 Diploma in Progression to Further Study in Social Science Professions is a nationally recognised qualification primarily designed to enable learners with few or no formal or appropriate qualifications to gain the knowledge and skills they need to progress on to a Certa Access to HE Diploma (Humanities and Social Science), making it the first step in a vocational progression route into higher education.

1.1 Qualification Objectives

The individual unit specifications include all necessary details of the knowledge, skills and understanding which will be assessed as part of the qualifications, methods of assessments and associated requirements, and the learning outcomes and assessment criteria which Learners' achievement will be measured against. To access a unit specification, click on the hyperlinks below.

http://www.certa.org.uk/qualifications_and_units/search/130934.

1.2 Who the qualification is for

The Level 2 Diploma is for learners who wish to progress to further learning at Level 3 and then into higher education.

It is for learners who want a career in one of the social science professions that needs vocational study at university, but who are not yet ready to study at Level 3. This may be because of gaps in their skills or knowledge, perhaps because their schooling was interrupted or disrupted, or because they are returning to study after bringing up a family. Learners who may be in this position include those who need to:

- prepare for higher level study after some time away from formal education
- build the confidence, skills, knowledge and understanding required to progress on to Level 3 academic study
- build a foundation of knowledge and understanding in unfamiliar vocational areas
- achieve an appropriate formal qualification in order to progress to a Certa Access to HE Diploma (Humanities and Social Sciences)
- gain a substantial full Level 2 qualification.

1.3 Age Range

This qualification is appropriate for learners who are 16 and over.

1.4 Progression Opportunities

The Level 2 Diploma will enable learners to progress to further learning in the Social Sciences. For example, the Certa Access to HE Diploma (Humanities and Social Sciences), which will support an application for university social science courses. It may also prepare learners for a range of Level 3 vocational qualifications in social science or health and social care.

From this they can progress to a range of health science courses at university, such as nursing, midwifery, physiotherapy, occupational therapy or radiography.

The qualification was developed with a number of colleges that offer the Access to HE Diploma, to make sure it provides learners with the relevant skills, knowledge and

understanding. Learners can follow a personalised programme to help them to prepare effectively for the Certa Access to HE Diploma (Humanities and Social Sciences), even if they have knowledge gaps, or have been out of education for some time.

The Level 2 Diploma may also enable progression to Level 3 social science or social care related vocational qualifications offered at a range of colleges, eg, Level 3 Diploma in Health and Social Care. It enables progression to the following Certa Level 3 vocational qualifications:

- Level 3 Access to HE Diploma (Humanities and Social Sciences)
- Level 3 Certificate in Dementia Care
- Level 3 Certificate in Tackling Substance Abuse.

It could also be used to provide horizontal progression to work-related qualifications such as:

- Level 2 Diploma in Work Preparation for Health and Social Care
- Level 2 Certificate in Preparing to Work in Adult Social Care.

This qualification is not available in an apprenticeship and does not lead directly to employment. However, it will support learners who are starting on their journey to a career in a range of social science professions, which is likely to increase their prospects of gaining employment in the future.

Examples include careers in the social science professions such as social worker, counsellor, psychologist, law, anthropologist or criminologist, for which a university course is usually required.

Other examples include support work in health and social care, youth work, community development, housing and probation, e.g., independent living advisor, tenancy sustainment officer, welfare rights advisor, and a range of roles within the civil, police and prison services.

1.5 Entry Requirements

There are no specific requirements to study this qualification.

1.6 Rules of Combination

To achieve this Certa qualification each learner must fulfil the Rules of Combination. Unit achievement and certification is available if a learner cannot complete the full qualification for any reason.

These Rules of Combination are designed to ensure that:

- a substantial portion of the learning will focus on developing skills, knowledge and understanding in aspects of social science, so that all learners are effectively prepared for progression onto the Access to HE Diploma: (Humanities and Social Science).
- all learners develop their study skills so they are well prepared for study at Level 3
- learners who need to can develop their English, mathematics and/or ICT skills
- there is sufficient flexibility to meet the diverse needs of the target group of learners
- the needs of the intended cohort of learners, as expressed by the Centres supporting the qualifications, are met

1.6.1 Certa Level 2 Diploma in Progression to Further Study in Social Science Professions

The Level 2 Diploma is made up of 45 Credits so learners will need to study for about 360 hours. All units are at Level 2, so all 45 Credits must be achieved at Level 2.

To achieve the Level 2 Diploma learners must achieve 45 credits. A minimum of 21 and a maximum of 36 Credits must be taken from the vocational units (Core Group A). A further 9 Credits must come from units in Optional Group B. The remaining Credits can come from any of the three groups - Core Group A, Optional Group B or Optional Group C.

Core Group A contains vocational units designed to help learners develop the health science skills, knowledge and understanding they will need in order to progress to the Certa Access to HE Diploma (Humanities and Social Science). A minimum of 21 and a maximum of 36 Credits must be taken from the vocational units in this group. The vocational Core Group A units are listed in Table 1 overleaf.

Optional Group B consists of units designed to build learner confidence in using a range of generic study skills that they will require if they are to succeed in Access to HE. Learners must achieve a minimum of 9 Credits from this group; the Optional Group B units are listed in Table 2 overleaf.

Optional Group C consists of units designed to develop learners' English, mathematics and ICT skills, together with other supporting units, in order to prepare for Access to HE. Not all learners will need to take units from this group. The Optional Group C units are listed in Table 3 overleaf.

Certa Level 2 Diploma in Progression to Further Study in Social Science Professions	
Credit Value of the Qualification	45
Credits to be achieved at the Level of the qualification or above	45
Guided Learning Hours (GLH)	360
Total Qualification Time (TQT)	45
Table 1: Vocational Core Group A	
Credits from vocational Core Group A: a minimum of 21 and a maximum of 36 credits to be achieved from this group	

Vocational Core Group A Units	CV	Unit Id	GLH	Sector
Business and The Economy	3	A/504/9684	24	11.4
Children's Social and Emotional Development	3	H/505/1574	24	1.5
Consumer Law	2	L/504/9771	16	15.5
Development of Social Policy	3	F/504/9704	24	11.2
Drug Awareness	3	J/506/0588	24	14.1
Environmental Sustainability	3	J/507/0747	24	3.3
Equal Opportunities, Prejudice and Discrimination	3	Y/505/6044	24	14.1
Ethical Issues in Social Policy	3	L/504/9706	24	11.2
Introduction to Education	3	F/505/1985	24	13.1
Introduction to Law in the United Kingdom	3	F/505/1999	24	15.5

Vocational Core Group A Units	CV	Unit Id	GLH	Sector
Introduction to Psychology	3	R/505/2090	24	2.1
Introduction to Social Work	3	H/505/2093	24	11.2
Introduction to Sociology	3	M/505/2095	24	11.2
Introduction to the Law of Tort	3	J/504/9770	24	15.5
Leadership Skills	3	Y/504/7778	24	14.1
Research Methods in Sociology	3	Y/504/9708	24	11.2
The English Legal System	3	Y/504/9773	24	15.5
Understand the Role of the Social Care Worker	1	T/507/7046	8	1.3
Understanding Ageing and the Older Person	3	Y/504/8588	24	1.3
Understanding Business Organisations	3	F/504/9587	24	15.2
Understanding Child Protection Theory	3	R/504/8525	24	1.5
Understanding Disability, Society and the Law	3	R/504/8590	24	1.3
Understanding Diversity within Society	3	F/504/8505	24	14.1
Understanding Mental Health	3	H/504/8965	24	1.3
Understanding the External Environment for Business	3	J/505/8923	24	15.3
Young People, Law and Order	3	R/505/5121	24	14.1

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Table 2: Optional Group B

Credits from Optional Group B: a minimum of 9 credits to be achieved from this group

Optional Group B Units	CV	Unit Id	GLH	Sector
Academic Writing Skills	3	A/507/0728	24	14.1
Building a Personal Career Portfolio	3	T/504/7495	24	14.1
Critical Thinking	2	M/504/7592	16	14.1
Developing Personal Study Skills	6	Y/504/8493	48	14.1
Improving Own Learning and Performance	3	A/504/8275	24	14.1
Information Literacy	3	D/505/1976	24	14.1
Managing your Own Learning	3	K/505/8915	24	14.1
Organisation and Evaluation of Study	3	T/507/0744	24	14.1
Personal Learning Skills	6	H/504/7797	48	14.1
Plagiarism	1	F/505/2117	7	14.1
Practical Presentation Skills	3	M/504/8659	24	14.1
Research Skills	3	L/504/8202	24	14.1
Researching and Understanding Opportunities for Study in HE	3	K/507/0742	24	14.1
Working in a Group	3	A/505/2164	24	14.1

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Table 3: Optional Group C

Credits from Optional Group C: minimum of 0 and maximum of 15 Credits may be taken from Group C

Optional Group C Units	CV	Unit Id	GLH	Sector
Data Handling and Algebra	3	M/507/0743	24	14.1
Database Software	4	M/502/4555	36	6.2
Developing meeting skills	1	T/504/9490	7	14.1
Interpersonal Skills	3	H/504/7783	24	14.1
Interview Skills	1	T/503/2866	7	14.2
Multimedia Software	4	D/505/6420	36	6.2
Number and Graphical Representation	3	A/507/0745	24	14.1
Numeracy in Context - Planning a Mathematical Project	3	A/505/4030	24	14.1
Presentation Software	4	M/502/4622	36	6.2
Reading Strategies	3	T/505/5385	24	14.1
Shape Using Pythagoras and Trigonometry	3	J/505/5374	24	14.1
Speaking and Listening Skills	3	Y/503/3377	24	14.1
Spreadsheet Software	4	F/502/4625	36	6.2
Stress and Stress Management Techniques	3	H/504/8819	24	14.1

You can access detailed information relating to the Units on the Certa Website:

http://www.certa.org.uk/qualifications_and_units .

The Level 2 Diploma is assessed by a variety of tasks which learners will complete and build into a portfolio of work as their learning progresses. These may include essays, reports, experiments, tests, presentations or research projects in order to give learners experience of the range of methods that will be used to assess their performance when they progress to the Access to HE course. Tasks used to assess learning in non-vocational units will be contextualised wherever possible, to ensure that the assessment is relevant to the vocational content.

All assessments will be in English (or British Sign Language by arrangement with Certa).

1.7 Recognition of Prior Learning (RPL)

All centres offering Certa qualifications may offer RPL. Staff need to know how to apply RPL from initial assessment through to learner achievement, in accordance with Certa's RPL Policy.

RPL in the Regulated Qualifications Framework (RQF) is defined by the Regulator of Qualifications, Ofqual as the:

- a) Identification by an awarding organisation of any learning undertaken, and/ or attainment, by a learner
 - i. Prior to that learner taking a qualification which the awarding organisation makes available or proposes to make available and
 - ii. Which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification and

- b) Recognition by an awarding organisation of that learning and/ or attainment through amendment to the requirements which a learner must have satisfied before the learners will be assessed or that qualification will be awarded.

For more information see Section 2: Assessment.

1.8 Supporting Learners

All learners will be offered appropriate support during their course of study until they have completed the qualification. Learners will be encouraged to use a range of resources to support their progress and to engage with appropriate staff in their organisation for further information and advice.

Assessments within this qualification are designed to be accessible and inclusive. The unit based approach allows flexibility by enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for an individual or groups of learners.

For learners with particular requirements, Centres should refer to the Access to Fair Assessment Policy and Procedure which can be found on the Certa website at http://www.certa.org.uk/centres/quality_assurance/access_to_fair_assessment and in the Centre Handbook.

The Access to Fair Assessment Policy and Procedure section in the handbook gives clear guidance on the Reasonable Adjustment and Special Consideration arrangements that can be made to take account of particular needs or learning difficulty, without compromising the achievement of the assessment criteria.

1.9 Funding

Funding information changes each year and details can be found on these websites:

- Skills Funding Agency (SFA), for funding for learners aged 19 or older, or aged 15 or older and have left compulsory education (if the learner is an apprentice or following an Access to Apprenticeship pathway)
<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>
- Education Funding Agency (EFA), Section 96 website, for funding for learners up to the age of 19 in full-time education.
<http://www.education.gov.uk/section96/search/search.cfm>

1.10 Certa Fees and Charges

Please refer to the Certa Guide to Charging and Services.
http://www.certa.org.uk/centres/charges_and_services

1.11 Offering the Qualification

This qualification can only be offered by Centres recognised by Certa. Details of the Centre Recognition Process are available from the Certa office (Tel: 01924 434600) or from the website at http://www.certa.org.uk/centres/become_a_recognised_centre.

Centres wishing to offer the qualification or units of the qualification should in the first instance, contact Certa for information support and approval guidance.

Certa will advise on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including

approval, registration of learners, verification, internally set assessment and certification will be completed through Certa.

2. Assessment

The qualification will be awarded to learners who successfully achieve the mandatory units within the qualification plus the optional units in accordance with the Rules of Combination, by meeting the specified Assessment Criteria.

Please note that the Learning Outcomes and Assessment Criteria have been approved by Ofqual and Centres must not change them in any way.

2.1 Who can assess this qualification

- All assessors involved in the delivery and /or assessment of this qualification must be either experienced or qualified in the assessment of credit-based provision where assessment tasks are devised by the Centre
- All assessors must also be either experienced or qualified in the curriculum area
- Where neither experienced nor qualified in assessing learner work, assessors must attend appropriate assessor training, eg, an Assessor Qualification
- Where neither experienced nor qualified in devising assessment tasks, assessors must attend an appropriate training session provided by Certa. Alternatively, a cascade training session can be delivered to assessors at the Centre, by staff who have attended the Certa training.

2.2 Achievement Methodology

- Exemplar Assessments are provided for some/all of the units, please ask the Certa office for copies of these
- Centres devise their own assessment tasks to the standard exemplified in the Exemplar Assessments where these are available
- Centres may use one or more of the Exemplar Assessment tasks instead of Centre-devised task(s) if they wish
- Internal Verifiers (IVs) approve each of the assessment tasks before they are given to learners to complete
- Assessors assess the completed assessment tasks
- Internal Verifiers check a sample and confirm achievement
- A sample from across all units, tutors, assessors and course runs is checked, either by the Certa Quality Reviewer (QR) or External Verifier (EV), or an Accredited Internal Verifier (AIV) for centres with Direct Claims Status
- Achievement is confirmed.

Step 1	Step 2	Step 3	Step 4	Step 5
Tutor/ Assessor devises each task.	Internal Verifiers approve each assessment task before use.	Tutors assess learner work and determine achievement.	Internal Verifiers check a sample and confirm achievement on the Recommendation of Award for Credit (RAC).	QR/EV or AIV check a cross- Centre sample and confirm achievement on RAC.

2.3 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for Certa units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of 'Prescribed' and 'Optional' methods.

Assessors must always refer to this Grid before devising assessment tasks. Certa also provides Assessment Definitions for a wide range of assessment activities. (Appendix 2)

1	Case study	10	Project
2	Written question & answer/test/exam	11	Role play/simulation
3	Essay	12	Practical demonstration
4	Report	13	Group discussion
5	Oral question and answer	14	Performance/exhibition
6	Written description	15	Production of artefact
7	Reflective log/diary	16	Practice file
8	Tutor testimony	17	Witness testimony
9	Professional discussion	18	Examination of products of work

2.4 Designing Assessment Tasks that are 'Fit for Purpose'

Assessment tasks must map to the Learning Outcomes and Assessment Criteria in the units of this qualification and meet the standards set out in this specification. Tasks must be:

Valid: capable of ascertaining whether a learner has achieved the relevant Assessment Criteria at the appropriate level of demand. All tasks should therefore:

- be unambiguous and clearly mapped to the relevant Learning Outcomes and Assessment Criteria
- enable assessment to be completed under any required specified conditions
- have assessment (marking) schemes or criteria or model answers that clearly demonstrate what achievement at the required standard looks like, where this is required, eg, for highly regulated qualifications.

Reliable: consistent. It should not make any difference whether a learner takes the assessment in the morning or afternoon; one day or the next, or whether it is assessed by one assessor or another. All tasks should therefore:

- be the same for each group that is following the course or, if the diversity of the groups requires differing tasks, consistent with each other in terms of fairness to the learners and level of demand
- be comparable, in terms of level and credit, with others at the same level
- demonstrate sufficient differentiation compared with tasks at other levels
- match the standard of the exemplar assessment tasks as closely as possible
- be stored in a secure place that ensures confidentiality where this is required, eg for unseen tests.

Sufficient: able to generate enough evidence from each individual learner to enable assessors to make robust judgements as to whether s/he has fully achieved all the relevant Assessment Criteria.

Accessible: designed in such a way as to ensure inclusivity and minimise bias, and to permit Reasonable Adjustments to be made, while minimising the need for them, in accordance with the guidance provided in Certa's Access to Fair Assessment Policy, to ensure that assessment is accessible to all.

In addition, tasks should:

- be expressed as written assessment briefs that can be issued to learners
- cover a range of assessment methods appropriate to the intended cohort and qualification purpose, wherever possible, and form a coherent whole across the course in terms of content, style and timescale
- enable clear evidence of authenticity, ie proof that work was completed by the named learner
- be developed and internally verified before they are used with learners.

Stimulus materials may be provided to the learner before or at the time of the assessment in order to facilitate the learner's demonstration of his or her knowledge, skills and understanding. Such materials may include, for example, charts, diagrams, pictures, quotations or machinery. Please note that stimulus materials form part of the assessment materials and are therefore subject to the same pre-issue verification requirements as the assessment tasks themselves.

2.5 Assessing Learner work

Learner work for each task must be assessed against the identified Learning Outcomes and Assessment Criteria in the Unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the Learning Outcomes and Assessment Criteria in all tasks in order to achieve the Unit credit. All of the Learning Outcomes and Assessment Criteria in a Unit must be met before the Unit is deemed achieved. The Unit achievement is not banded or graded. Units are either achieved or not achieved.

With the introduction of the RQF in October 2015, Ofqual took the opportunity to replace the old QCF level descriptors and we now need to be applying these new descriptors across our provision.

The new descriptors are simpler and more broadly applicable, but the key thing to note is that elements of independence of action have been removed. Ofqual's rationale is reasonable, in that the level at which you would expect someone to act independently varies depending on the type of qualification, subject area, and (if relevant) the profession which the qualification leads to.

To help provide a steer as to our interpretation of the new descriptors, then, we have reproduced below the descriptors from Entry 1 to Level 6, with what we perceive to be the key differentiating terms at each level highlighted in bold text.

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Entry 1	Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the subject or immediate environment.	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems . Can interpret relevant information and ideas . Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.

2.6 Recording Achievement

The records of learner performance and achievement should be completed by assessors and monitored by the Internal Verifier. All records must be made available to Certa.

Further information about Assessment can be found on the Certa Centre Handbook, in the guidance booklet, 'Quality Standards in Assessment' and on the Certa website at http://www.certa.org.uk/centres/quality_assurance/assessment.

3. Quality Assurance

All centres wishing to deliver this qualification will need to demonstrate the ability to manage the internal quality assurance of assessments effectively to both support the learners and meet Ofqual compliance regulations. To this end, Recognised Centres must meet the requirements detailed in the Centre Agreement at all times. These are listed in the Appendix of the Certa Centre Handbook.

3.1 Internal Verification

IVs have a central role in the operation of the centre's quality system. Each must be either experienced or qualified in assessment and verification in accordance with Certa standard policy and procedures as outlined in the Certa Centre Handbook. If neither experienced nor qualified, IVs must have attended the required training.

Internal Verification arrangements must include as a minimum:

- An identified individual responsible for coordinating the verification process and for supporting tutor/assessors and other IVs
- An agreed and published annual timetable for Internal Verification that incorporates a centre's Certa provision
- Clear and documented roles and responsibilities for all those involved
- A forum for discussion of borderline cases and good practice in assessment
- Verification of all assessment tasks *before they are used with learners*
- Verification of a random sample of assessment tasks and assessed work as close to the time of the assessment as possible, ie, rather than at the end of the course
- Internal standardisation of assessed work
- Complete and clear records and action plans
- Regular evaluation of the process.

Further guidance is provided in the Certa Centre Handbook and on the Certa website at http://www.certa.org.uk/centres/quality_assurance/internal_verification.

3.2 Centre Standardisation

Internal standardisation involves ensuring that if there is more than one tutor/assessor delivering Certa provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses. Both assessment, including the standard of assessment tasks, and the operation of internal verification, should be standardised.

It is recommended that internal standardisation meetings include all tutors and IVs concerned and that action plans are produced and followed up. Centres will be required to provide evidence of internal standardisation activity and of how the centre identifies and disseminates good practice.

Centres are also required to contribute to external standardisation as requested by Certa. Units from the qualification will be used for external standardisation, and centres will be asked to provide sample assessment materials each year.

Certa will notify centres on an annual basis of the required sample and materials for external standardisation purposes. Each centre offering the qualification and units is required as part of the Centre Recognition Process to take part in external standardisation. Feedback on external standardisation will be available to centres annually from Certa.

Further guidance is provided in the Certa Centre Handbook and on the Certa website at http://www.certa.org.uk/centres/quality_assurance/standardisation.

3.3 External Verification

Certa monitors centres via regular centre monitoring visits that include the external verification of assessed and internally verified work. Centres should prepare for monitoring visits in advance; further guidance is provided in the Certa Centre Handbook.

The EV must be experienced in assessment and verification and hold the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice, or equivalent, in accordance with Certa standard policy and procedures.

In addition, the EV must have curriculum expertise in Health Science.

Further guidance is provided in the Certa Centre Handbook and on the Certa website at http://www.certa.org.uk/centres/quality_assurance/external_verification.

3.4 Centre Monitoring

Certa uses a risk-based approach to Centre Monitoring. Centres are allocated a risk rating which is updated on an annual basis. The risk rating is based on the mix of qualifications and/or units offered at the centre and the risk associated with each one, and the centre's record of compliance, quality assurance and the completion of quality improvement plans.

A key purpose of each Centre Monitoring Visit is to review and confirm or revise the risk rating, which informs the level of external quality assurance activity, Direct Claims Status and implementation of the sanctions tariff.

Further details are provided in the Certa Centre Handbook and on the Certa website at http://www.certa.org.uk/centres/quality_assurance/preparing_for_visits.

4. Appendices

Appendix 1 Information on Level, Credit and Guided Learning Hours

Level

An indication of the relative demand, complexity and/or depth of achievement, and / or the autonomy of the learner in demonstrating that achievement.

Credit

An award made to a learner in recognition of the achievement of the designated learning outcomes of a unit.

Credit value

The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit as above

Guided Learning Hours (GLH)

GLH are defined as the number of hours of teacher-supervised or directed study time required to achieve a qualification or unit of a qualification. Each unit is assigned credit values and GLH in accordance with Regulated Qualifications Framework guidance.

One credit is 10 notional hours of learning.

Total Qualification Time (TQT)

TQT includes GLH, assessment and self-directed study time - indicating the size of the qualification by the total amount of time a learner is expected to take.

Appendix 2 Devising Valid Assessment Tasks

Assessment tasks must map to the Learning Outcomes and Assessment Criteria and must be valid, reliable, sufficient, accessible and manageable (see the section on Assessment and the Certa Centre Handbook for further detail). The examples listed in this appendix are of assessment tasks that do meet the standard and tasks that do not, alongside evaluative comments. Careful scrutiny of these examples, and the evaluative comments, should help assessors to devise valid assessment tasks, and internal verifiers to pre-issue verify them.

Example One – production of an artefact at Entry 3

Here is an illustrative example of a Learning Outcome and the associated Assessment Criteria from a Unit taken from an Ofqual-regulated qualification at Entry Level 3 (E3). There are no prescribed assessment methods, so the Assessor can choose any method s/he thinks best for the learners, who are 16 year olds who were disengaged at school and have few achievements.

Learning Outcome	Assessment Criteria
2. Know how to care for clothing.	2.1. Give an example of a sign that an item of clothing needs to be washed. 2.2. Identify different ways to keep clothing in good condition.

The Assessor devised the following task to assess both Assessment Criteria.

TASK FOR AC 2.1 and 2.2

Make a poster for young people. The poster should show, in words and/or pictures, why we need to keep clothes clean and how to keep them clean and in good condition. Make sure your poster is colourful and eye-catching.

The IV's pre-issue verification feedback is shown in the table below and overleaf.

The task is:	Fully met	Partly met	Not met	Comments
1. provided as a task separate from LO & AC	x			
2. valid – matches the LO and AC, with no unnecessary elements		x		<i>2.1 not covered Asks for more than the AC</i>
3. valid – is set at the right level	x			
4. valid – is sufficient			x	<i>2.1 not covered</i>
5. able to demonstrate authenticity	x			
6. accessible – enables reasonable adjustments while minimising need for them	x			
7. accessible – clear, unambiguous, expressed in appropriate language		x		<i>Avoid and/or</i>
8. manageable	x			

Feedback to Task Designer

A very accessible task at the appropriate level, which learners would probably enjoy and which would be easy to manage in practice. Good to see that the task is designed in such a way as to avoid the potential for plagiarism. However, the task needs amending before it can be used; learners would need to be re-assessed if used, as the task is not valid (AC2.1 is not assessed).

- 1. Redesign task to include 2.1, so learners are asked to state a sign that clothes need washing, ie, a way of knowing that the clothes need to be washed*
- 2. Make sure posters that are not colourful or eye-catching poster are not penalised, as it doesn't cover an AC (isn't required).*
- 3. Re-word the task so it is clearer; avoid use of 'and/or', e.g. The poster should show, in words or pictures, how to keep clothes in good condition and when you would know that a piece of clothing needs washing.*

Note the advice about possible re-assessment. This is why all tasks must be verified before they are used with learners, ie, to make sure that no learners are assessed using a task that isn't valid, and are put into the position, through no fault of their own, of having to be assessed again.

Example Two – three different tasks at Entry 3 Methods - artefact, practical demonstration and written

This is an illustrative example of a Learning Outcome and the associated Assessment Criteria from a Unit taken from an Ofqual-regulated qualification at Entry Level 3 (E3). There are no prescribed assessment methods, so the Assessor can choose any method s/he thinks best for the learners, who are 16 year olds who were disengaged at school and have few achievements.

Learning Outcome	Assessment Criteria
2. Know how to care for clothing.	2.1. Give an example of a sign that an item of clothing needs to be washed. 2.2. Identify different ways to keep clothing in good condition.

Three Assessors, each at different Centres, have devised three different assessment tasks to assess AC 2.1 and 2.2. The three tasks are compared in the table overleaf.

Please note that Tasks one and two are valid and work well. Task three has issues.

TASK	INTERNAL VERIFIER FEEDBACK
<p>TASK ONE</p> <p>Make a poster to hang in the coffee room of a youth club for 14-16 year olds. You can use any form you like, for example, a mixture of words and pictures. The poster must show:</p> <ul style="list-style-type: none"> • at least two signs that clothes need to be washed • at least three ways to keep clothing in good condition. <p>You can make a PowerPoint presentation instead if you prefer.</p>	<ul style="list-style-type: none"> • <i>Provided as task, separate from LO and AC</i> • <i>Valid – match LO and both AC.</i> • <i>Valid - no un-necessary elements included.</i> • <i>Valid – appropriate for Level E3</i> • <i>Valid - sufficient – both AC are assessed</i> • <i>Enables authentication - potential for plagiarism low</i> • <i>Accessible - Choice of poster or PowerPoint probably quite motivating; PPT good for visually impaired learners using assistive technology.</i> • <i>Accessible - Requirements clear and specific, unambiguous. Scenario relevant</i> • <i>Manageable.</i>
<p>TASK TWO</p> <ol style="list-style-type: none"> 1. Hunt through the box of clothes. Choose something that needs washing. Explain to your teacher how you know it needs washing. 2. Explain three things you could do to keep the clothing in good condition. You can choose whether to write these down, or tell your teacher about them. 	<ul style="list-style-type: none"> • <i>Provided as task, separate from LO and AC</i> • <i>Valid – match LO and both AC.</i> • <i>Valid - no un-necessary elements included.</i> • <i>Valid – appropriate for Level E3</i> • <i>Valid - sufficient – both AC are assessed</i> • <i>Enables authentication - plagiarism ‘designed out’</i> • <i>Accessible - Practical nature of task makes it very accessible with no confusion between written skills and achievement of these particular AC</i> • <i>Accessible - Requirements clear and specific, unambiguous. Scenario relevant</i> • <i>Manageable – but Assessor would need a good assessment grid on which to capture learner actions and verbal responses.</i>
<p>TASK THREE</p> <ol style="list-style-type: none"> 1. Give an example of a sign that an item of clothing needs to be washed. 2. Identify different ways to keep clothing in good condition. 	<ul style="list-style-type: none"> • <i>Provided as task, separate from LO and AC</i> • <i>Valid – match LO and both AC.</i> • <i>Valid - no un-necessary elements included.</i> • <i>Valid (level) – but would all learners at E3 level understand what to do from ‘identify’?</i> • <i>Valid - sufficient – both AC are assessed</i> • <i>Authentication may be an issue - open to plagiarism</i> • <i>Not so accessible - Unclear- is it a written task? How many different ways are required for Q2? Accessibility hindered by use of AC instead of an assessment task. Always preferable to use the AC to devise a task in words that make clear what a learner needs to do to achieve the AC.</i> • <i>Manageable</i>

Example Three – a written task at Level One

This is an illustrative example of a Learning Outcome and the associated Assessment Criteria from a Unit taken from an Ofqual-regulated qualification at Level One.

There are no prescribed assessment methods, so the Assessor can choose any method s/he thinks best for the learners, who are adults attending a short course designed to get them back into work. The course is held at a community centre that very successfully supports young people who are disengaged and for which the centre has won awards. Most of the adults do voluntary work with the young people.

Learning Outcome	Assessment Criteria
1. Understand different methods of applying for jobs	1.1 Outline different methods of applying for a job. 1.2 Explain why different methods of applying for a job are used.

An Assessor has devised an assessment task, designed to assess both AC 1.1 and 1.2.

TASK FOR AC 1.1 and 1.2

Scenario: You work in an employability project supporting young people back to work. Create an information leaflet that young people, at the project, can use to help them apply for jobs. Include information about different methods that can be used when applying for a job, and why different methods are used.

You can include diagrams/images in your information, but you need to be aware of copyright laws if downloading these from the internet.

The deadline date for submitting your work is 10th December 20XX, by 5.00pm. Your tutor /assessor will assess your work and provide written feedback with a clear assessment decision. You can have your work deferred twice.

Here is a summary of the Internal Verifier's pre-issue verification judgement:

- Provided as task, separate from LO and AC
- Valid – matches LO and both AC and included on written task.
- Valid - no un-necessary elements included.
- Valid – appropriate for Level One
- Valid - sufficient – both AC are assessed
- Assessor would need to be vigilant with regards to plagiarism, copyright and authenticity.
- Accessible - Practical nature of task makes it more accessible than many written tasks.
- Accessible - Requirements clear and specific, unambiguous written task. Scenario relevant and useful. So are deadlines and information about how work will be assessed.
- Manageable

Example Four – a written task at Level Two

This is an illustrative example of a Learning Outcome and the associated Assessment Criteria from a Unit taken from an Ofqual-regulated qualification at Level 2. There are no prescribed assessment methods, so the Assessor can choose any method s/he thinks best for the learners, who are adults on a science course for adults who didn't take science at school.

Learning Outcome	Assessment Criteria
4. Understand pH, acids, alkalis, indicators and neutralisation.	4.1 Describe acids and alkalis in terms of ions formed, pH and the effects on indicators. 4.2 Describe the reactions of dilute acids with metals, alkalis and carbonates.

An Assessor has devised an assessment task, designed to assess both AC 4.1 and 4.2.

TASK FOR AC 4.1 and 4.2

Scenario: You are a teaching assistant in a secondary school, supporting learners and staff in the science department.

Make a leaflet for parents, to help them understand the work their son or daughter is doing in chemistry at the moment. The leaflet should help the parents to understand pH, acids, alkalis, indicators and neutralisation. It should describe acids and alkalis, including the ions that are formed, the pH and the effects on common indicators.

You can make a PowerPoint presentation instead if you prefer.

The IV's pre-issue verification feedback is shown in the table below and overleaf.

The task is:	Full y met	Partl y met	Not met	Comments
1. provided as a task separate from LO & AC	x			
2. valid – matches the LO and AC, with no unnecessary elements		x		<i>4.2 not covered</i>
3. valid – is set at the right level	x			
4. valid – is sufficient			x	<i>4.2 not covered</i>
5. able to demonstrate authenticity		x		<i>Open to plagiarism</i>
5. accessible – enables reasonable adjustments while minimising need for them	x			<i>PowerPoint option good</i>
6. accessible – clear, unambiguous, expressed in appropriate language	x			
7. manageable	x			<i>As long as PowerPoint printout used rather an actual presentation.</i>

Feedback to Task Designer

This is potentially a good task, very accessible and at the appropriate level. I expect our group would enjoy it, and we'd be able to manage the assessment well I think – unless everyone chose PowerPoint and wanted to present them!

However, we can't use it yet because AC 4.2 isn't assessed, so the task isn't valid or sufficient.

- 1. Please have a go at revising the task so learners have to provide evidence for AC 4.2 as well, within the same scenario would be fine I think.*
- 2. I think learners would be tempted to plagiarise from the internet, so maybe the task itself could warn against this in some way?*

Example Five - Role play or simulation at Level 2

This is an illustrative example of a Learning Outcome and the associated Assessment Criteria from a Unit taken from an Ofqual-regulated qualification at Level 2. Role play/simulation is a prescribed assessment method for this unit, so the Assessor needs to ensure that this is included as an assessment method. The learners are adult returners studying health and care.

Learning Outcome	Assessment Criteria
2. Be able to move and position individuals safely, maintaining their dignity	2.1 Demonstrate techniques, in accordance with an individual person's risk assessment and care plan, to: a) prepare an environment b) check equipment before and after use c) move and position an individual. 2.2 Demonstrate ways to encourage and maintain an individual's independence and maintain their dignity.

An Assessor has devised an assessment task, designed to assess both AC relating to LO2 shown overleaf.

TASK FOR AC 2.1 and 2.2

The assessment will take the form of a role play in groups of three. Two are to play the role of carers who visit the third, who is to play the role of a person who is recuperating from an operation. The operation means s/he is unable to get out of bed without help, and the carers have come to move her/him into a chair in order to eat a meal, which s/he is able to do unaided. You will be provided with a copy of the individual's risk assessment and care plan.

In threes, plan the role play, which you then be asked to implement in front of the whole group. The bed and chair, and a range of potentially useful equipment, are provided in the mock-up area at the back of the assessment room. Make sure the role play demonstrates techniques, in accordance with an individual person's risk assessment and care plan, to (a) prepare the environment, (b) check equipment before and after use, (c) move and position the individual, (d) demonstrate ways to encourage and maintain the individual's independence and dignity.

The IV's pre-issue verification feedback is shown in the table below.

The task is:	Full y met	Partl y met	Not met	Comments
1. provided as a task separate from LO & AC	X			
2. valid – matches the LO and AC, with no unnecessary elements	X			
3. valid – is set at the right level	X			
4. valid – is sufficient	X			
5. able to demonstrate authenticity		X		<i>Task does not enable each learner to individually demonstrate the AC.</i>
5. accessible – enables reasonable adjustments while minimising need for them	X			
6. accessible – clear, unambiguous, expressed in appropriate language	X			
7. manageable		X		<i>Assessor would need a good assessment grid on which to capture learner actions and verbal responses.</i>

Feedback to Task Designer

Good use of role play, and learners likely to enjoy the task. Assessment grid will need to be well designed and comprehensive to ensure the four elements (2.1a, 2.1b, 2.1c and 2.2) are recorded as each learner demonstrates them.

Task does not enable each individual learner to demonstrate the AC fully as currently set out. You would need to repeat the activity so that each individual learner can take the role of a carer, making it less manageable within the timeframe of the class, though there's no reason why all the learners would need assessing on the same occasion.

Some learners may be overwhelmed by the need to role play in front of the whole group; there might also be authenticity issues, ie, later groups may be advantaged, having seen the work of their peers.

Example Six - a practical task at Level 2

This is an example of a Learning Outcome and the associated Assessment Criteria from the Certa unregulated Level 2 Unit 'Shape and Space'. There are no prescribed assessment methods, so the Assessor can choose any method s/he thinks best for the learners, who are adults returning to learn and aiming to improve their mathematics.

Learning Outcome	Assessment Criteria
1. Understand the basic concepts of measurements.	1.1. Take accurate measurements using the metric system. 1.2. Convert between common metric and imperial units. 1.3 Carry out calculations.

The Assessor's task covers all three Assessment Criteria, for use within a classroom environment.

TASK FOR AC 1.1, 1.2 and 1.3

You are provided with a choice of objects, and suitable measuring instruments. Choose one of the items from the table at the back and copy its name and number onto your answer sheet.

1. Accurately measure the length, width and height of the object, using metric units.
2. Convert the each of the three measurements into imperial units. Please show your working in each case.
3. Multiply the length by the width by the height to get an estimate of the volume of the object, using either metric or imperial units. Please show your working and make sure you express your answer using the correct units.

The IV's pre-issue verification feedback is shown in the table below.

The task is:	Full y met	Partl y met	Not met	Comments
1. provided as a task separate from LO & AC	x			
2. valid – matches the LO and AC, with no unnecessary elements	x			
3. valid – is set at the right level		x		<i>Reminder to use units in answer probably too much guidance at Level 2</i>
4. valid – is sufficient		x		<i>1.2 only covers length</i>
5. able to demonstrate authenticity	x			
5. accessible – enables reasonable adjustments while minimising need for them	x			
6. accessible – clear, unambiguous, expressed in appropriate language	x			
7. manageable	x			
Feedback to Task Designer				
<p><i>A nice alternative to the ubiquitous test, learners will like this more I'm sure. However, you need to include other common metric units for the conversion requirement in AC1.2. You might have to resort to a written item for this – which is fine of course. Please don't use the task until you have added this, as it currently is not valid due to lack of sufficiency.</i></p> <p><i>There's a little too much guidance for Level 2 here – remove the reminder about expressing the answer in the correct units – they should be able to do this without a prompt at this level.</i></p>				

Example Seven - a written task at Level 3

This is an example of a Learning Outcome and the associated Assessment Criteria from the Certa Level 3 Unit 'Introduction to Conducting Music'. There are no prescribed assessment methods. Learners are all adults who lead community singing or instrumental groups.

Learning Outcome	Assessment Criteria
2. Understand musical terminology within a musical score.	2.1 Discuss musical terminology within the score. 2.2 Use/explain musical terminology/markings within the score relating to: (a) Time signature(s); (b) Tempo; (c) Dynamics; (d) Expression / phrasing; (e) Bowing/breathing; (f) Articulation.

The Assessor has devised an assessment task, designed to assess both AC 2.1 and 2.2.

TASK FOR AC 2.1 and 2.2
The final assessment task for this unit is to conduct a performance of a piece of music of your choice. You may use your selected piece of music to complete this task, or you can choose another piece. Your use of musical terminology within a given score (part of AC 2.2) will be assessed during the practical conducting task. For a named musical score, discuss the musical terminology within the score, in the context of the piece of music. Explain, as used in the score, the different time signatures, tempo and dynamics.

The IV's pre-issue verification feedback is shown in the table below.

The task is:	Fully met	Partly met	Not met	Comments
1. provided as a task separate from LO & AC	x			
2. valid – matches the LO and AC, with no unnecessary elements		x		<i>Not all elements of 2.2 covered.</i>
3. valid – is set at the right level	x			
4. valid – is sufficient		x		<i>Not all elements of 2.2 covered.</i>
5. able to demonstrate authenticity		x		<i>Still open to plagiarism</i>
5. accessible – enables reasonable adjustments while minimising need for them	x			
6. accessible – clear, unambiguous, expressed in appropriate language		x		<i>Sentence two not very clear.</i>
7. manageable	x			
Feedback to Task Designer				
<i>A good task that tries to 'design out' plagiarism by requiring learners to select the piece of music and relate their answers to that piece. There is still the opportunity for learners to download this information relating to a huge range of musical scores, so I would warn learners against plagiarism. The task is not valid at the moment, so please don't use it with your learners yet. All the required elements of 2.2 need to be listed to ensure the task is sufficient and therefore valid.</i>				

Appendix 3 Assessment Definitions

1. Case Studies

Consideration of a particular, relevant situation or example selected by the tutor or by learners which enables learners to apply knowledge to specific situations. May be used as a collective/group activity and discussed in a group of learners or by an individual learner or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion.

Evidence could include:

- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record.

Level	Activity	Who assesses?	Evidence
Two	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (Minimum word count = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion or audio /video/photographic record or written work.

2. Written Question and Answer/Test/Exam

Specific open and closed questions for immediate response. Can range from formal exams and tests to a quick fun way of finding out where learners are up to, for example a quiz. Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:

- Responses by individual learners
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback.

Level	Activity	Who assesses?	Evidence
Two	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. May be time limited.	Assessment by tutor or external marker (for exams/tests).	Evidence could be; written responses.

3. Essay

A discursive written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information/opinions/evaluation/analysis and a conclusion.

The learning may be assessed by the Tutor against clear criteria

Evidence could include:

- Essay
- Detailed tutor feedback.

Level	Activity	Who assesses?	Evidence
Two	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. (Minimum word count = 500 words).	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

4. Report

A record of an activity and/or a summary of research which presents information in a structured way. Does not include opinion but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Tutor for written report
- Tutor and/or peers for oral presentation of report.

Evidence could include:

- Written report with tutor feedback
- Notes for oral presentation with tutor and/or peer feedback.

Level	Activity	Who assesses?	Evidence
Two	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. (Minimum 4 minutes for oral/500 words for written). Learners should be given guidance on planning and presentation.	Assessment by tutor and/or peers for oral presentation.	Evidence could be; written report with tutor feedback; or learner plan for oral presentation with peer and/or tutor feedback.

5. Oral Question and Answer

Specific, open or closed questions for immediate response. Can range from quite formal questions for example an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through responses by both tutor and individual learners

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio/video record.

Level	Activity	Who assesses?	Evidence
Two	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio/video record.

6. Written Description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by: **Evidence could include:**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Tutor • One to one tutorial • Discussion. | <ul style="list-style-type: none"> • Tutor record of observation • Learner notes • Tutorial notes • Completed report • Charts/plans. |
|---|---|

Level	Activity	Who assesses?	Evidence
Two	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. (Minimum word count = 500 words).	Assessment through self and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.

7. Reflective Log

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. The log is often completed at regular intervals during the learning process, which allows the opportunity for discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Learner often supported through tutorial discussions with tutor.

Evidence could include:

- Log/diary (however this may be confidential and therefore not available for verification)
- Tutorial notes/tutor record.

Level	Activity	Who assesses?	Evidence
Two	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge/skills, what else they need to learn.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log/diary, tutorial notes and tutor record.

8. Tutor Testimony: only required for specified qualifications (e.g. Quality Assurance and Teaching).

Enables skills to be seen in action. Can also provide the basis for holistic assessment practices, ie several aspects of a qualification or unit can be assessed at the same time. Allows for immediate feedback from tutor.

The learning may be assessed by: **Evidence could include:**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Tutor • Other designated professional. | <ul style="list-style-type: none"> • Formal written tutor observation report • Formal written observation report by other designated professional • Video record. |
|---|--|

9. Professional Discussion – is not available for qualifications lower than Level 3.

A conversation between the tutor and the learner which is based around the learning outcomes and assessment criteria. It can prove helpful to assess aspects of the learner's role which is difficult to observe. Careful planning in the use of probing questions is required.

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio/video record.

10. Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process
- Tutor record
- Peer records
- Learner log
- Audio/video/photographic record.

Level	Activity	Who assesses?	Evidence
Two	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through tutor/learner discussion during and at the end of the process, and through self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio/video/photographic record.

11. Role Play/Simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:

- Tutor/peer observation
- One to one tutorial
- Discussion
- Self-assessment.

Evidence could include:

- Tutor record of observation
- Learner notes
- Tutor lesson plan/tutorial notes
- Audio/video/photographic record
- Learner log.

Level	Activity	Who assesses?	Evidence
Two	Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.	Assessment through tutor/ peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/photographic record or learner log.

12. Practical Demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by: **Evidence could include:**

- | | |
|--|--|
| <ul style="list-style-type: none"> • Tutor • Peer observation • One to one tutorial • Discussion • Self-assessment. | <ul style="list-style-type: none"> • Tutor record of observation/learner notes • Tutor lesson plan/tutorial notes • Audio/video/photographic record • Learner log. |
|--|--|

Level	Activity	Who assesses?	Evidence
Two	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.	Assessment through tutor/peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio/video/photographic record and learner log.

13. Group Discussion

Discussion of a topic or situation selected by the tutor or by learners to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by: **Evidence could include:**

- | | |
|--|--|
| <ul style="list-style-type: none"> • Tutor • Peer observation • One to one tutorial • Discussion • Self-assessment. | <ul style="list-style-type: none"> • Tutor record of observation • Learner notes • Tutor lesson plan/tutorial notes • Audio/video/photographic record/learner log. |
|--|--|

Level	Activity	Who assesses?	Evidence
Two	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.	Assessment through tutor, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio/video record and learner log.

14. Performance/Exhibition

A performance, exhibition, music or drama (or a combination of these) with an audience. It could also be a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by: **Evidence could include:**

- | | |
|--|--|
| <ul style="list-style-type: none"> • Tutor, learner or peers, at end of performance through discussion and observation. | <ul style="list-style-type: none"> • Notes • Plans • Audio/video/photographic record of performance / exhibition • Tutor records • Peer records • Learner log. |
|--|--|

Level	Activity	Who assesses?	Evidence
Two	The performance/exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.	Assessment through peer assessment, self assessment and/or tutor observation.	Evidence could include; tutor record, notes, plans, audio/video/photographic record of performance/exhibition, peer records, learner log and summary of feedback.

15. Production of artefact

Production of a relevant artefact selected by the tutor or by learners which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:

- Tutor/peer observation
- One to one tutorial
- Discussion/self-assessment.

Evidence could include:

- Tutor record of observation/learner notes
- Tutor lesson plan/tutorial notes
- Audio/video/photographic record
- Learner log/completed artefact.

Level	Activity	Who assesses?	Evidence
Two	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.	Assessment through tutor/peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio/video/ photographic record and completed artefact.

16. Practice File

A structured collection of documents from real situations such as work or voluntary activity which evidence the application of knowledge and/or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. The file may need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

Level	Activity	Who assesses?	Evidence
Two	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and/or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, and notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

17. **Witness Testimony:** only required for specified qualifications.

18. **Examination of Products of Work:** only required for specified qualifications.

**Certa Level 2 Diploma in Progression to Further Study in
Social Science Professions
601/7511/4**

Operational Start Date: 1 September 2015
Operational End Date: 31 December 2018
Certification End Date: 31 December 2018

Contact us:
Certa
Certa House
Lower Warrengate
Wakefield
West Yorkshire
WF1 1SA

Telephone: 01924 434600

Please email: esupport@certa.org.uk
or development@certa.org.uk
Website: www.certa.org.uk

