



Specification

IAO Level 3 Certificate in the Principles of End of Life Care

Qualification number: 603/6436/1

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Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the change control table below.

Version Number	Date Revised	Description of Revision	Page Affected
2	July 2026	Correction to RQF level	5

Innovate Awarding Organisation

Innovate Awarding is an Ofqual regulated awarding organisation offering a wide range of Regulated Qualifications Framework (RQF) approved Qualifications ranging from Level 1 to Level 7, including skills for life and bespoke Qualifications.

This Specification version number is 2. We will inform centres of any changes to this Specification. Centres can keep up to date by visiting our website

www.innovateawarding.org

This Specification provides details on administration, Quality Assurance policies and requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

For more information on our range of Qualifications, email

contactus@innovateawarding.org

Qualification Summary

Qualification Title	IAO Level 3 Certificate in the Principles of End of Life Care		
Qualification Number (QN)	603/6436/1	RQF Level	3
Operational Start Date	1st September 2020		
Qualification Appropriate For Age Ranges	16 and over		

Total Qualification Time (TQT)	Guided Learning Hours (GLH)	Qualification Credit Value
160	141	16

Qualification Objective

The Level 3 Certificate in the Principles of End of Life Care is aimed at learners seeking to increase their knowledge of end of life care in a vocational setting. This qualification aims to provide learners with a definition of end of life care and the possible approaches to end of life care, provide an understanding of how learners may support an individual's familial, spiritual, social and emotional needs and prepares the learner to confront issues of death and bereavement.

Assessment Requirements

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Learners must compile a portfolio of evidence demonstrating how they meet the assessment criteria. To pass the qualification, the learner must demonstrate that they have met all the learning outcomes and their associated assessment criteria. If the learner has not demonstrated competence, they will be provided with feedback by their assessor for the criteria not yet met.

Portfolio of Evidence

The Portfolio of Evidence may include workplace documentation and workplace records, question and answer tasks, witness statements and professional discussion. This is not a definitive list; other evidence sources are allowed.

Statement of Authenticity

Learners will need to provide a Statement of Authenticity to confirm that work submitted for assessment is their own and that they have not copied it from someone else or allowed another learner to copy it from them.

Qualification Structure

Mandatory Units

The learner must achieve all the mandatory units.

Unit Number	Unit Title	Level	Credit Value	GLH
K/618/3908	Understanding end of life care	3	3	28
M/618/3909	Communication during end of life care	3	2	19
H/618/3910	Assessment and care planning in end of life care	3	3	26
K/618/3911	Person centred approaches to end of life care	3	5	41
M/618/3912	Care during the final hours of life and bereavement care	3	3	27

Target Audience

This knowledge-based qualification is suitable for learners who are working in health and social care.

There are no formal entry requirements for this qualification.

This qualification is regulated for learners aged 16 years old and over.

Progression Opportunities

Learners who achieve this qualification could progress within employment in a number of health and social care roles or may go on to further study in related areas such as:

- Level 3 Diploma in Adult Care
- Level 3 Lead Adult Care Worker Apprenticeship

Support Materials

The following support material is available for this qualification:

- Portfolio Evidence Locator

All the support materials for this qualification can be found on Quartz, including the Assessment Key Verbs Document.

Funding

This qualification is not eligible for public funding.

QUALIFICATION UNITS

Unit Title Understanding end of life care

Unit Number K/618/3908
Level 3
Credit Value 3
GLH 28

Unit Aim

This unit provides learners with an overview of the emotive issues surrounding death and dying. It will also help learners to understand palliative care and its place within end of life care, along with the support services available to individuals and others.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand end of life care	1.1 Explain the aims of end of life care 1.2 Explain the difference between a 'good death' and a 'bad death' 1.3 Outline the World of Health Organisation's definition of palliative care 1.4 Explain how palliative care is part of end of life care
2. Understand different attitudes towards death and dying	2.1 Outline the factors that can affect an individual's views on death and dying
3. Understand current approaches to end of life care	3.1 Explain the stages in the end of life care pathway 3.2 Identify current approaches to end of life care 3.3 Evaluate how an approach to end of life care can support the individual and others
4. Know the support services available for end of life care	4.1 Explore the services and facilities available to an individual and their family 4.2 Identify the key people who may be care involved within a multi-disciplinary end of life team 4.3 Suggest ways to minimise the barriers an individual may face when accessing end of life care to meet their needs

Additional information

Factors to include the following perspectives: social, cultural, religious, spiritual

Approaches: these change over time, up to date approaches should be covered

Range of services: these could be from the statutory, non-statutory or third sector and also incorporate those outside of health and social care

Unit Title Communication during end of life care

Unit Number M/618/3909
Level 3
Credit Value 2
GLH 19

Unit Aim

This unit aims to give the learner an understanding of the importance of communication when supporting an individual and others during end of life care.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand communication skills in the context of end of life care	1.1 Explain how to support communication in ways that are: • non-judgemental • empathic • genuine • collaborative • supportive 1.2 Describe how the use of non-verbal methods of communication can aid understanding 1.3 Explain the skills required of an active listener 1.4 Explain why silence is sometimes an important part of communication in end of life care
2. Understand how to overcome barriers to communication	2.1 Describe barriers to communication 2.2 Explain strategies that can be used to overcome barriers to communication
Additional information	
Barriers to communication: • tiredness/illness • stage of end of life care • language/culture • fear of dealing with strong emotions • not knowing what to say • the environment	

Unit Title **Assessment and care planning in end of life care**

Unit Number **H/618/3910**
Level **3**
Credit Value **3**
GLH **26**

Unit Aim

This unit aims to give an understanding of the person centred approach to assessment and care planning within end of life care and the legal implications of any advance care planning decisions.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the holistic approach to end of life care	1.1 Describe the needs that should be considered when planning an individual's end of life care 1.2 Describe how the needs of others can be taken into account when planning holistic care
2. Understand person centred assessment and planning	2.1 Explain why it is important to ensure the individual is at the centre of all aspects of end of life care planning 2.2 Outline ways to assess an individual's needs and priorities 2.3 Evaluate assessment tools that can be used to plan for end of life care 2.4 Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities 2.5 Explain how to apply the care planning cycle in a person centred way
3. Understand advance care planning	3.1 Explain the legal status and implications of the Advance Care Planning process 3.2 Explain when Advance Care Planning would be used 3.3 Explain the meaning of 'Informed Consent' 3.4 Explain how to communicate the Advance Care Plan to others 3.5 Describe how to work in a way that supports the ' best interests ' of an individual unable to participate in decision making

Additional information

The **needs** that should be considered when planning an individual's end of life care, to include:

- health and wellbeing
- emotional
- social
- intellectual
- cultural
- spiritual
- religious
- communication

Legal status: current and up-to-date legislation should be used

Implications: e.g. people changing their mind regarding decisions previously made, ensuring people are not refused treatment that they do want to receive

Advance Care Planning: to include, for example, Advance Decisions to Refuse Treatment, do not attempt Cardiopulmonary Resuscitation

Best interests: it is important to ensure that the legal context is covered regarding those who are unable to participate in decisions about their own treatment

Unit Title Person centred approaches to end of life care

Unit Number K/618/3911
 Level 3
 Credit Value 5
 GLH 41

Unit Aim

This unit will inform learners of the person centred approach to end of life care and how it ensures that the individual's physical, emotional, social and cultural needs are met.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify health conditions for which end of life care may be provided 1.2 Describe symptoms that may be related to the individual's condition and/or treatment 1.3 Outline how different factors can alleviate or exacerbate symptoms
2. Understand therapeutic options used to support symptom relief	2.1 Identify interventions that can be used to provide symptom relief 2.2 Explain how an individual's culture and beliefs might influence their preferred approach to symptom management
3. Understand the principles of pain management	3.1 Describe types of pain 3.2 Identify signs that might indicate that an individual is experiencing pain 3.3 Explain different ways to monitor pain 3.4 Describe factors that can influence an individual's perception of pain 3.5 Explain the World Health Organisation's analgesic ladder 3.6 Explain the importance of maintaining regular pain relief 3.7 Outline the reasons for planning activities after pain relief has taken effect

4. Understand techniques for supporting a person with their social needs	4.1 Explain the importance of relationships as a person nears the end of life 4.2 Describe the ways to support a dying person to maintain their relationships with others 4.3 Explain how to support the relatives and friends of dying people to maintain their relationships
5. Understand how to support a person's spiritual, religious and cultural needs	5.1 Explain the differences between spirituality and religion 5.2 Identify what a person may classify as being spiritually important to them 5.3 Explain how to support an individual to meet their religious and /or spiritual needs
6. Understand techniques for supporting a person with their psychological and emotional needs	6.1 Explain how an individual's priorities and ability to communicate may vary over time 6.2 Explain how to support an individual to address fears that they may experience towards the end of life 6.3 Describe how to support an individual or others who want to discuss sensitive issues
7. Understand people's responses to dying	7.1 Explain the term 'anticipatory loss' 7.2 Describe the stages of 'anticipatory grief' commonly experienced by individuals with a life-limiting illness 7.3 Describe how to support the individual throughout each phase of anticipatory grief
Additional information	
Interventions: to include therapies and equipment	

Unit Title **Care during the final hours of life and bereavement care**

Unit Number **M/618/3912**
Level **3**
Credit Value **3**
GLH **27**

Unit Aim

This unit will assist learners to understand approaches to death and the final hours of care.

It will also provide an understanding of the process of loss and grief, how to support those that are bereaved and how to cope with own feelings of stress and grief.

Learning outcome The learner will	Assessment criteria The learner can
1. Understand how to offer support in the final hours of life	1.1 Describe the signs of approaching death 1.2 Describe appropriate comfort measures in the final hours of life 1.3 Explain the circumstances when life-prolonging treatment can be stopped or withheld 1.4 Explain the importance of implementing any advance directive 1.5 Identify the signs that death has occurred 1.6 Describe how healthcare staff can support relatives in the period immediately after a person's death
2. Understand how to care for the deceased person	2.1 Describe the steps that need to be taken immediately after death has occurred 2.2 Identify the information a Registrar will want to know before issuing a Certificate for Burial or Cremation 2.3 Explain the circumstances in which a post-mortem would normally be required

3. Understand the process of grief and loss	3.1 Define the meaning of the terms: • Loss • Bereavement • Grief • Mourning 3.2 Explain how each person's experience and expression of loss and grief is unique 3.3 Explain the factors that can affect the nature of a person's grief 3.4 Compare models that illustrate the stages of grief that could be experienced following bereavement
4. Understand how to support people following bereavement	4.1 Describe how to support people during the various stages of their bereavement 4.2 Describe ways to support people in group care settings following bereavement 4.3 Evaluate methods that can be used to help cope with feelings of loss and grief 4.4 Identify signs and symptoms that might indicate that an individual or colleague is experiencing stress 4.5 Explain why it is important to seek specialist support if signs and symptoms of stress are causing concern 4.6 Describe the challenges and rewards associated with providing end of life care

Additional information

Factors:

- relationship to deceased
- religious beliefs
- type of death
- social support

Nature of person's grief:

- hidden
- unresolved
- cumulative

Stages:

- numbness
- anger
- agitation
- despair

APPENDIX

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three 'Entry' levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit Values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours.

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF Terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding organisations.

Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessors must be able to evidence and justify the assessment decisions that they have made.

Where an assessor is occupationally competent but not yet qualified as an assessor, assessment decisions must rest with a qualified assessor. This may be expressed through a robust countersigning strategy that supports and validates assessment decisions made by as yet unqualified assessors, until the point where they meet the requirements for qualification.

Assessment of knowledge-based learning outcomes:

- May take place in or outside of a real work environment
- Must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- Must be robust, reliable, valid, and current; any assessment evidence using pre-set automated tests, including e-assessment portfolios, must meet these requirements and can only contribute to overall decisions made by the assessor.

Those involved in assessment must demonstrate their continuing professional development, up to date skills, knowledge and understanding of practice at or above the level of the unit.

Regardless of the form of recording used for assessment evidence, the guiding principle must be that evidence gathered for assessment must comply with policy

and legal requirements in relation to confidentiality and data protection. Assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets assessment principles.

Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions.

Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

Skills for Care and Development Assessment Principles

The Innovate Awarding Level 2 Adult Social Care Certificate must be delivered and assessed in accordance with the Skills for Care and Development Assessment Principles. The following information has been adapted from the principles and applies to Innovate Awarding, training providers approved by Innovate Awarding, tutors, assessors and internal and external quality assurers.

1. Assessment Principles

1.1. Good practice dictates the following:

- Robust initial assessments are needed to identify and plan for each learner's needs, ensuring their role and responsibilities meet all qualification requirements, including the mandatory and optional units.
- Centres should have in place processes to identify and recognise opportunities for use of Accredited Prior Learning (APL) and/or Recognition of Prior Learning (RPL), and these should meet the requirements of the AO/B.
- Centres should also have in place processes to support reasonable adjustments, and again, these should meet the requirements of the AO/B.

1.2. The centre must monitor that learners are registered with the AO/B **before** formal assessment continues.

Assessors must be able to fully evidence and justify the assessment decisions they have made in line with the principles of validity, authenticity, reliability, currency and sufficiency. Assessment records should be accurate, legible and complete, and meet requirements set out by the AO/B and associated assessment strategy where this is in place.

1.3. Skills-based assessment must include direct observation as the principal and most reliable assessment source of evidence, carried out by the assessor in person with the learner in their workplace. Observation must be carried out over an appropriate period of time and not be end-loaded. Evidence should be naturally occurring and minimise the impact on individuals who use care or support, their families and carers.

Where a centre has valid and genuine reasons for being unable to meet the direct observation requirements, short-term flexible approaches may be permitted. These approaches must be standardised, and the centre must discuss and agree this with the awarding organisation.

1.4. Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity by an occupationally qualified, competent and knowledgeable assessor.

- 1.5. Assessors must demonstrate occupational competence and sector knowledge at or above the level they assess, maintaining this through ongoing continual professional development.
- In examples where assessors are returning to practice, a professional development plan should be in place to ensure current sector competency against the level, the subject matter being assessed, and overall assessment practices.
 - If an assessor is occupationally competent but not yet qualified, a qualified assessor must make the final assessment decisions. These must be validated through countersigning and supported by robust internal quality assurance, sampling plans and activities until qualification requirements are met.
 - It is the responsibility of the AO/B to confirm that assessors in centres are suitably qualified and competent to make assessment decisions.
- 1.6. Simulation must only be used to assess skills-based learning outcomes when specified in the unit assessment requirements or agreed with the awarding organisation or agreed with the External Quality Assurer acting on behalf of the awarding organisation.
- 1.7. Witness testimony from others, including those who use services, their families and professionals, can be an important contribution to evidence in the assessment process and can enrich and triangulate other evidence obtained. A witness testimony does not replace direct observation and should not be used as the only evidence of skills. A witness testimony and an expert witness testimony are two different types of evidence. Informed consent must be gained for those providing witness testimonies.
- 1.8. Expert witnesses play an important role in assessments. They must:
- have a working knowledge of the relevant units
 - be occupationally competent in the relevant units, and
 - have either a qualification in workplace assessment or a role evaluating staff performance within their area of expertise.
- 1.9. Appropriate processes to identify and recruit, confirm, support, and standardise suitable expert witnesses should be applied by the centre and assured by the awarding organisation.
- 1.10. The expert witness is a reliable source of evidence:
- where the assessor is not occupationally competent in a specialist area e.g. a healthcare task, an expert witness testimony can be used for direct observation of the unit (not the whole qualification) where they have occupational expertise in the specialist area.

- when used as a method to enrich, supplement, and add triangulation to other assessment methods and outcomes.
- in supporting flexibility where there are valid and genuine factors in not being able to obtain direct observation in the workplace e.g. individual considerations, environment and practice sensitivities. Occasions where this is needed must be discussed and agreed with the AO/B. This should not be the sole primary method used in place of all observations.
- where allowed as per the assessment strategy.

1.11. The use of expert witnesses should be determined and agreed by the assessor, in line with internal quality assurance arrangements and AO/B requirements for assessment of units within the qualification and the sector. The assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

2 Assessment of knowledge-based learning outcomes:

2.1. The assessment of knowledge-based learning outcomes:

- may take place in or outside of a real work environment
- must be made by an occupationally qualified and knowledgeable assessor, qualified to make assessment decisions
- must be robust, reliable, valid and current
- can be supported by eLearning programmes to support overall summative assessment, by helping learners acquire and review knowledge, but they cannot replace practical assessment in a real work environment
- may include pre-set automated tests (such as multiple-choice questions) which contribute evidence towards summative decisions. However, they must be complemented by direct assessment methods that demonstrate the learner's ability to apply knowledge in real work situations
- must take into account APL/RPL to avoid duplication of learning.

3 Recording and documentation

3.1. All assessment and quality assurance evidence, regardless of format, must comply with confidentiality and data protection laws. Information must be traceable, auditable, authenticated, and meet assessment principles. In addition, no recordings should compromise anyone's privacy or dignity. As such, clear and robust referencing is necessary to establish a relationship between the evidence and the assessment standard, which validates competence. Referencing should clearly indicate the specific location within the evidence where the relevant skills and knowledge are claimed, either in paper-based or e-portfolios.

4 Use of technology in the assessment process

- 4.1. Centres should have in place robust policies and procedures regarding Artificial Intelligence (AI) and technology, and these must meet requirements as set out by the awarding organisation.
- 4.2. Technology, platforms, and e-portfolios can support assessment by enabling planning, reviews, learner reflection, professional discussions, and capturing evidence from expert witnesses. When using technology in these contexts, ensure:
 - recording, storage, and access comply with confidentiality and data protection legislation
 - individuals receiving care or support and others are not unintentionally recorded
 - informed consent must be freely given by everyone involved in the assessment and this must be documented.
- 4.3. Using technology to observe and verify learner competency (remote observation) is not allowed if it risks anyone's privacy, dignity, or confidentiality.
- 4.4. Where permitted by sector or qualification guidelines, technology may be used to remotely observe learners' task-based competencies, such as online meetings or remote support to colleagues. Such evidence must be clearly marked and distinguished from other types. It should not be used when there is a requirement for direct interaction with individuals using care or support services or others.
- 4.5. The remote observation approach in 4.4 is supplementary and does not replace direct observation as the primary assessment method. It should be used to support and enhance planned direct assessments throughout the qualification.
- 4.6. Centre practices in the use of technology are to be monitored and assured by the awarding organisation, and this should include centre consideration of the following:
 - Use aligns to adherence to any additional guidance set by the awarding organisation, the qualification, which is being assessed, any specific sector considerations and associated assessment strategies in place.
 - The centre understands the ethical considerations in the use of technology in the sectors and has policies and procedures in place to support use.
 - Robust approaches to risk assessment are used to ensure risks to individuals and others are eradicated.
 - Centre practices and approaches are guided and supported by thorough standardisation.
 - Technology and programmes used are standardised, accessible, safe and reliable.

- If the centre allows assessor and internal quality assurer use of personal devices (e.g. phones, tablets, or personal laptops), then procedures should be in place to ensure data and confidentiality aspects. This includes consideration of where and how devices are accessed to view learner evidence.
- Assessment planning and discussion should capture the relevant and safe opportunities to use technology, along with the approach used to explore and mitigate any risks.
- Evidence recording methods and assessment outcome processes do not increase the risk of any data or confidentiality breaches.
- Assessment outcomes and decisions and outcomes generated by use of technology in the process are reliable, sufficient and traceable.
- All protocols are upheld in the 'observation' context e.g. permissions sought and confirming the purpose of the assessment activity.
- Assessment activities where technology is used, must be incorporated in internal and external quality assurance sampling planning and activities.
- Learners are not disadvantaged by the use of technology and they are aware of its use.
- Learning requirements, support, skill development or other developmental needs of the learner are fully supported throughout the qualification process.
- Technology is used well to genuinely enhance the assessment process, experience, outcomes and digital skills of the learner.
- Practices and lessons learned should be shared by all to support review and continuous improvement.

4. Internal quality assurance

- 5.1 Internal quality assurance is key to ensuring the assessment of evidence is of a consistent and appropriate quality. This process should be supported by robust sampling plans and activity that takes place at beginning, middle and end of the qualification journey and accounts for any potential risks in the assessment process. Those carrying out internal quality assurance must be occupationally knowledgeable in the unit they are assuring and be qualified to make quality assurance decisions. It is the responsibility of the AO/B to confirm that those involved in internal quality assurance are suitably qualified for this role.
- 4.1 If the internal quality assurer is knowledgeable but not yet qualified, a qualified internal quality assurer must make final decisions. A clear countersigning strategy should support and confirm decisions by unqualified staff until they are fully qualified.
- 4.2 Those involved in internal quality assurance must have the authority and the resources to monitor the work of assessors. They have a responsibility to highlight and propose ways to address any challenges in the assessment

process (e.g. to ensure suitable assessors are assigned to reflect the strengths and needs of particular learners).

- 5.4 Those carrying out external quality assurance must be occupationally knowledgeable and understand the policy and practice context of the qualifications in which they are involved. It is the responsibility of the awarding organisation to confirm that those involved in external quality assurance are suitably qualified for this role.

Those involved in external quality assurance have a responsibility to promote continuous improvement in the quality of assessment processes.

5. Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements of the specific qualification units they are assessing. Occupational competence may be at unit level for specialist areas: this could mean that different assessors may be needed across a whole qualification, while the final assessment decision for a qualification remains with the lead assessor. Being occupationally competent also means being occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor and internal quality assurer should possess knowledge and understanding relevant to the specific qualifications and / or units they are assessing or internally quality assuring. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development. It is crucial that internal quality assurers understand the nature and context of the assessors' work and that of their learners.

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 skills under assessment. A list of general assessor qualifications is included in Appendix B. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Qualified to make quality assurance decisions: AO/B will determine what qualifies those undertaking internal and external quality assurances to make decisions about that quality assurance. A list of general internal qualification assurance qualifications is included below. Please also refer to additional guidance for qualifications in the relevant nation, where available.

Witness testimony: Witness testimony is an account of practice that has been witnessed or experienced by someone other than the assessor and the learner.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- 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)

Tutors

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

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong 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)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

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

- Level 5 Diploma in Teaching (Further Education and Skills) (September 2024) to be discussed with Awarding Organisation to ensure relevant units have been undertaken
- Level 3 Learning and Skills Assessor Apprenticeship (March 2023)
- Level 5 Learning and Skills Teacher Apprenticeship (January 2019)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland) (2015)
- L&D9D - Assessing workplace competence using Direct methods (Scotland) (2015)
- Level 5 Diploma in Education and Training (2014)

Relevant assessing units:

- Teaching, learning and assessment in education and training

- Developing teaching, learning and assessment in education and training
- Level 4 Certificate in Education and Training (2014)
- Relevant assessing units:**
 - Assessing learners in education and training
 - Assess occupational competence in the work environment
 - Assess vocational skills, knowledge and understanding
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence (2012)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (2012)
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (2012, 2007)
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only) (2010)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only) (2010)
- Level 3 Certificate in Assessing Vocational Achievement (2010)
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation (2002)
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

Internal Quality Assurers

Internal Quality Assurers must hold or be working towards any of the following:

- Level 5 Diploma in Education and Training (2014)
- Relevant IQA unit:**
 - Internally assure the quality of assessment
- Level 4 Certificate in Education and Training (2014)

Relevant IQA units:

- Assessing learners in education and training
- Internally assure the quality of assessment
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (2014) or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (2014)
- D34 Unit Internally verify the assessment process (2012)
- V1 Verifiers Award (2012)
- L&D11- Internally Monitor and Maintain the Quality of Workplace Assessment (Scotland) (2010)

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
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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.

Occupational Competence Requirements

Tutors, Assessors and Quality Assurance Staff

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught/assessed or quality assured
- Have relevant industry experience
- 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)

Tutors

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

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong 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)
- Qualified Teacher Status
- Relevant predecessor tutor qualifications, such as Level 3 Awards and Certificate in Assessing the Quality of Assessment (QCF), Certificate in Education in Post Compulsory Education (PCE) or L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

Assessors

Assessors must hold or be working towards any of 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 Vocational Achievement

Assessors holding historical qualifications such as unit A1, unit A2, or Level 4 Awards and Certificates in Assuring the Quality of Assessment (QCF), are required to demonstrate that they meet the same standards as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Internal Verifiers holding historical qualifications such as unit V1 – Conduct Internal Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

External verifiers holding historical qualifications such as unit V2 – Conduct External Quality Assurance of the Assessment Process, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as current assessment practice requirements. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

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.

Additional Information

Centre Approval

We approve organisations such as colleges, schools, providers and employers as approved centres. As an approved centre you will be able to deliver our qualifications.

To become an approved centre complete our Centre Approval Application Form which can be download from our website. Our support team will contact you within two working days to help you through the process.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems.

Email contactus@innovateawarding.org or call 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and Appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Use of Artificial Intelligence (AI) and referencing

Learner submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the learner's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL, and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved, centres must adhere to the Centre Agreement and Information and Guidance for Centres.