Qualification Guide

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF) 600/5064/0

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF) 600/5002/0

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF) 600/4994/7

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Open Awards

Set up in 1981 as OCNNWR and now trading as Open Awards, we have been in business for over 30 years. During that time we have helped thousands of learners get started on the education ladder, return to learning, achieve qualifications to help their careers and progress into University.

We were the first to design qualifications and courses based on credit accumulation so that learners could achieve in "bite sized" chunks. We designed the units and qualifications that are now the basis of the Qualification and Credit Framework (QCF). As pioneers and champions of credit we are the experts in the field and we use this expertise to design new qualifications.

We are more than just another Awarding Organisation. Uniquely, we have deep roots in the education sector as forward thinking organisations, FE Colleges and LEAs, created OCNs to promote education and achievement. We have a governance structure, which is drawn from the people who use our services – our providers and centres – so that we can truly say we are "of the sector and for the sector". Our purpose is to meet the needs of our provider organisations and their learners. We are a not for profit organisation and a registered charity and we use our funds to invest in our products and services to support the very organisations that use our products.

Open Awards qualifications are approved by the regulators (England, Northern Ireland and Wales) and have been developed and endorsed by the relevant Sector Skills Council and are designed to meet the needs of learners and employers. The range of qualifications we offer is designed to meet the aspirations of learners who are seeking a stepping stone to their career, returning to learn or wishing to progress and build their skills and experience. We are constantly adding to our qualification portfolio to ensure that it is fresh and up to date.

Qualification and Credit Framework

The QCF is a framework that awards credit for qualification and unit achievement and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace.

There are three sizes of qualification in the QCF:

Award	Certificate	Diploma
1 to 12 Credits	13 to 36 Credits	37 Credits and above

Every unit and qualification in the framework is structured in the following way:
- Unit title
- Level
- Credit value
- Learning outcomes
- Assessment criteria

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. The credit value of a unit is based on:
- One credit for those learning outcomes that a learner can achieve in 10 hours of learning.
- Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit, not only guided learning hours. For example if a unit is worth 3 credits then it will take on average 30 hours for the learner to complete

The terms Award, Certificate and Diploma **do not** describe the qualification levels. It is possible to have an Award at level 4 and a Diploma at level 2.

QCF Level Descriptors

Entry Level (Entry 1)
Summary/Knowledge and Understanding/Application and Action/Autonomy and Accountability
Entry recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment

Entry Level (Entry 2)
Summary
Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.

Knowledge and Understanding
Use knowledge or understanding to carry out simple, familiar activities.

Know the steps needed to complete simple activities.

Application and Action
Carry out simple, familiar tasks and activities.

Follow instructions or use rehearsed steps to complete tasks and activities.

Autonomy and Accountability
With appropriate guidance begin to take some responsibility for the outcomes of simple activities.

Actively participate in simple and familiar activities.

Entry Level (Entry 3)
Summary
Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.

Knowledge and Understanding
Use knowledge or understanding to carry out structured tasks and activities in familiar contexts.

Know and understand the steps needed to complete structured tasks and activities in familiar contexts.

Application and Action
Carry out structured tasks and activities in familiar contexts.
Be aware of the consequences of actions for self and others.

Autonomy and Accountability
With appropriate guidance take responsibility for the outcomes of structured activities.

Actively participate in activities in familiar contexts.

Further information on the QCF can be found at **http://www.openawards.org.uk**.

Title(s) of the Qualification(s) within this Guide

The Qualifications in this guide include:
- Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF)
- Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF)
- Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF)

Qualification(s) Rationale and Regulatory Purpose

Rationale

This suite of Open Awards qualifications in Independent Living has been designed to address the needs of learners working at Entry Level and in particular those with learning difficulties and disabilities. The qualifications ensure that all learners are given the same opportunities to access appropriate and relevant education and improve their life chances by developing the necessary skills and abilities. The qualifications are designed to provide a foundation for lifelong learning and enhance the learner's life experience by providing a focus on essential and transferable social and life skills which enable increased independence and self-determination.

The qualifications have been developed in collaboration with providers of education for learners with a wide range of learning difficulties and disabilities as well as professionals in the field.

The Qualifications and Credit Framework (QCF) provides the opportunity to recognise the benefits of this provision and bring it into a national mainstream framework and break down some of the marginalisation often experienced by these learners.

Purpose and Sub-purpose

The Open Awards Entry Level Awards in Independent Living – Household Skills (QCF) has the following purpose:
A. Recognise personal growth and engagement in learning.

And the following sub-purpose:
A1. Recognise development of skills for life
A2. Recognise development of knowledge and/or skills to operate independently and effective in life, learning and work
A3. Recognise development of personal skills and/or knowledge

Operational Details

Operational Dates

The Open Awards Entry Level Awards in Independent Living – Household Skills (QCF) are due for review 31-July-2017.

Open Awards will notify centres prior to the review to enable a smooth progression from the current version to the new version.

Nationally Recognised Accreditation Number(s)

The suite of Qualifications is accredited by Qfqual and all Qualifications are on the QCF (Qualifications and Credit Framework). The table below outlines the full and official name* of the Qualification with the regulative QAC code.

Qualification Name	QAC Code
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF)	600/5064/0
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF)	600/5002/0
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF)	600/4994/7

*Qualification names may differ in this guidance to those reflected above, however, when searching the QCF Register use the full official names of the qualification or QAC codes to ensure you obtain the correct information.

Qualification Overview

What do the qualifications offer?

The qualifications focus upon raising awareness of issues that learners may face when embarking upon living an increasingly independent life and the development of skills to enable them to do so. For those learners who are already working towards independent living the qualifications offer further development of skills in specific areas: Household Skills; Personal Care; Personal Development; Accessing Community Facilities; Rights and Responsibilities and Leisure Activities.

The qualifications offer the opportunity to build a personalised programme for an individual that addresses their specific needs and circumstances. It gives a focus for the learners and providers in planning and recognising progress towards independence.

The qualifications can be delivered in a multi context environment by professional tutors and/or caring professionals, however, it is essential that an overview of an individual's learning programme is shared with all partners and most importantly with the learner. Generally the most appropriate setting for many of the units is in a real life setting which extracts the maximum value from the experience and reinforces the context in which the learning is usefully applied.

Benefits to Learners

The Qualifications:
- Allow increased flexibility for leaners.
- Build upon previous achievement
- Enable achievement of a nationally recognised Qualification.
- Bring together elements of looking after yourself and your home and living in the community.
- Relate to personal development and an appreciation of personal rights and responsibilities and those of others.
- Allow for more in depth learning in specific areas
- Offer a breadth of choice to suit learner need
- Mandatory units allow for reflection, a review of the learning achieved and progress made and encourage learners to plan ahead and consider what further advice, guidance and learning they may need
- Provide opportunities to develop a 'spikey' profile enabling achievement at a higher level
- Units are transferable and may be achieved over a period time.
- The Qualifications offer a breadth of progression routes within the Independent Living and Entry level qualifications to more specific qualifications at Level 1.
- A wide range of assessment methods to suit learner needs.

Benefits to Centres

- The Qualifications which are nationally recognised and accredited by Ofqual and are on the QCF (Qualifications & Credit Framework) may be eligible for funding in England, Wales and Northern Ireland. See Funding, Fees and Charges in this guide for more information.
- Clear progression routes for learners.
- Flexibility of delivery
- A varied range of assessment methods enabling innovative delivery to suit learner needs.

Designing an Individual Programme of Learning

Essential care should be taken when designing a programme of units for an individual to ensure that their needs and views are taken into account.. A realistic approach needs to be taken when determining the learning aims of the individual and the purpose of the learning. Consultation with parents, carers and other professionals is encouraged and consideration of the learner's abilities.. On-going assessment of progress and suitability of the programme for the learner should be monitored. The nature of the qualifications allows learners the flexibility to change direction if the original course proves inappropriate or circumstances change. By substituting an alternative unit or by using a different level the learner may still achieve the overall qualification by a different route. Not all units will be suitable for all learners. The key factor in the selection of units is that the learner should be able to benefit from the experience. Therefore a unit that is too easy is not appropriate and neither is a unit that is too difficult.

Progression Opportunities

Learners may wish to extend their skills in other core areas, such as literacy, numeracy or ICT.
Learners achieving a full Diploma may be ready to move into independent, supported or sheltered living accommodation. They may also wish to consider other issues such as supported employment or training in that area..
Progression to level 1 qualifications for example - Qualifications in Progression or Skills Towards Enabling Progression.

Qualification Structure

Learning Time

The Minimum GLH (Guided Learning Hours) and Recommended Learning Hours for each Qualification is outlined in the table below.

Qualification	Minimum GLH	Learning Hours
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF)	60	60
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF)	60	60
Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF)	60	60

Rules of Combination

To achieve this Open Awards Qualification each learner must fulfil a particular set of Rules of Combination. Each Qualification Rules of Combination and unit requirements are noted below under the relevant headings.

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF)

Credit Value of the Qualification:	6
Minimum Credits to be achieved at or above the Level of the Qualification	6 (with a minimum of 3 at Entry 1)

NB: Leaners may achieve credits from any part of the Qualification. Units with the same Unit Title at different levels are barred.

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF)

Credit Value of the Qualification:	6
Minimum Credits to be achieved at or above the Level of the Qualification	6 (with a minimum of 3 at Entry 2)

NB: Leaners may achieve credits from any part of the Qualification. Units with the same Unit Title at different levels are barred.

Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF)

Credit Value of the Qualification:	6
Minimum Credits to be achieved at the level of the Qualification	6

NB: Leaners may achieve credits from any part of the Qualification. All credits are at Entry Level (Entry 3).

Qualification Units

About the Household Skills Units

These units are designed to cover the basics of maintaining a home and coping with the tasks required to do so. There is an emphasis on developing opportunities for transferable and reasoning skills through an understanding of the need for the tasks as well the practicalities to accomplish the tasks. There is a range of options to enable a personalised approach for the individual learner to focus on those skills or areas where they have a particular need. The options available within this award include: cleaning and hygiene in the home; shopping; cooking; food safety; laundry; money management; recycling and household maintenance and safety.

Units in the Open Awards Entry Level Award in Independent Living – Household Skills (Entry 1) (QCF)

QAC Code	Unit Name	Credit Value	Level
A – Household Cleaning			
M/600/6213	Household Cleaning	3	Entry 2
T/600/6214	Household Cleaning	3	Entry 3
K/600/6212	Household Cleaning	3	Entry 1
B – Clean a Kitchen			
F/600/6202	Kitchen Hygiene	1	Entry 2
J/600/6203	Kitchen Hygiene	1	Entry 3
A/600/6201	Kitchen Hygiene	1	Entry 1
C – Everyday Food and Drink Preparation			
R/600/6205	Everyday Food and Drink Preparation	3	Entry 2
Y/600/6206	Everyday Food and Drink Preparation	3	Entry 3
L/600/6204	Everyday Food and Drink Preparation	3	Entry 1
D – Using Domestic Appliances			
A/600/6229	Using Domestic Appliances	2	Entry 2
T/600/6228	Using Domestic Appliances	2	Entry 3
E – Recycling, Managing Waste			
K/600/6226	Recycling, Managing Waste	2	Entry 2
M/600/6227	Recycling, Managing Waste	2	Entry 3
H/600/6225	Recycling, Managing Waste	2	Entry 1
F – Household Shopping			
L/600/6221	Household Shopping	3	Entry 3
R/600/6219	Household Shopping	3	Entry 2
L/600/6218	Household Shopping	3	Entry 1
G – Food Safety and Storage			
D/600/6210	Food Safety and Storage	3	Entry 2
H/600/6211	Food Safety and Storage	3	Entry 3
K/600/6209	Food Safety and Storage	3	Entry 1
H – Basic Cooking Techniques			
L/600/6199	Basic Cooking Techniques	3	Entry 2
T/600/6200	Basic Cooking Techniques	3	Entry 3
J/600/6198	Basic Cooking Techniques	3	Entry 1
I – Make a Simple Meal			

QAC Code	Unit Name	Credit Value	Level
D/600/6224	Make a Simple Meal	3	Entry 3
Y/600/6223	Make a Simple Meal	3	Entry 2
R/600/6222	Make a Simple Meal	3	Entry 1
J – Household Expenses			
F/600/6216	Household Expenses	3	Entry 2
J/600/6217	Household Expenses	3	Entry 3
A/600/6215	Household Expenses	3	Entry 1

Units in the Open Awards Entry Level Award in Independent Living – Household Skills (Entry 2) (QCF)

QAC Code	Unit Name	Credit Value	Level
A – Household Cleaning			
M/600/6213	Household Cleaning	3	Entry 2
T/600/6214	Household Cleaning	3	Entry 3
B – Clean a Kitchen			
F/600/6202	Kitchen Hygiene	1	Entry 2
J/600/6203	Kitchen Hygiene	1	Entry 3
C – Everyday Food and Drink Preparation			
R/600/6205	Everyday Food and Drink Preparation	3	Entry 2
Y/600/6206	Everyday Food and Drink Preparation	3	Entry 3
D – Using Domestic Appliances			
A/600/6229	Using Domestic Appliances	2	Entry 2
T/600/6228	Using Domestic Appliances	2	Entry 3
E – Recycling, Managing Waste			
K/600/6226	Recycling, Managing Waste	2	Entry 2
M/600/6227	Recycling, Managing Waste	2	Entry 3
F – Household Shopping			
L/600/6221	Household Shopping	3	Entry 3
R/600/6219	Household Shopping	3	Entry 2
G – Food Safety and Storage			
D/600/6210	Food Safety and Storage	3	Entry 2
H/600/6211	Food Safety and Storage	3	Entry 3
H – Basic Cooking Techniques			
L/600/6199	Basic Cooking Techniques	3	Entry 2
T/600/6200	Basic Cooking Techniques	3	Entry 3
I – Make a Simple Meal			
D/600/6224	Make a Simple Meal	3	Entry 3
Y/600/6223	Make a Simple Meal	3	Entry 2
J – Household Expenses			
F/600/6216	Household Expenses	3	Entry 2
J/600/6217	Household Expenses	3	Entry 3

Units in the Open Awards Entry Level Award in Independent Living – Household Skills (Entry 3) (QCF)

QAC Code	Unit Name	Credit Value	Level
A – Household Cleaning			
T/600/6214	Household Cleaning	3	Entry 3
B – Clean a Kitchen			
J/600/6203	Kitchen Hygiene	1	Entry 3
C – Everyday Food and Drink Preparation			
Y/600/6206	Everyday Food and Drink Preparation	3	Entry 3
D – Using Domestic Appliances			
A/600/6229	Using Domestic Appliances	2	Entry 3
E – Recycling, Managing Waste			
M/600/6227	Recycling, Managing Waste	2	Entry 3
F – Household Shopping			
L/600/6221	Household Shopping	3	Entry 3
G – Food Safety and Storage			
H/600/6211	Food Safety and Storage	3	Entry 3
H – Basic Cooking Techniques			
T/600/6200	Basic Cooking Techniques	3	Entry 3
I – Make a Simple Meal			
D/600/6224	Make a Simple Meal	3	Entry 3
J – Household Expenses			
J/600/6217	Household Expenses	3	Entry 3

Assessment, Verification and Standardisation

Designing an Individual Programme of Learning

Essential care should be taken when designing a programme of units for an individual to ensure that their needs and views are taken into account. A realistic approach needs to be taken when determining the learning aims of the individual and the purpose of the learning. Consultation with parents, carers and other professionals is encouraged and consideration of the learner's abilities. On-going assessment of progress and suitability of the programme for the learner should be monitored. The nature of the qualifications allows learners the flexibility to change direction if the original course proves inappropriate or circumstances change. By substituting an alternative unit or by using a different level the learner may still achieve the overall qualification by a different route. Not all units will be suitable for all learners. The key factor in the selection of units is that the learner should be able to benefit from the experience. Therefore a unit that is too easy is not appropriate and neither is a unit that is too difficult.

Assessment

The assessment activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Judgement must be made against the identified assessment criteria in the unit as either achieved or not achieved. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

Assessment should be at a level which extends the learner but does not make the unit impossible to achieve. Opportunities which enable the learner to demonstrate naturally occurring evidence of achievement in a realistic context, particularly in the context of independent living, is more likely to produce valid and reliable results. Simulated situations should be as realistic as possible. The content of delivery should be tailored to suit the needs of the learners whilst addressing the underlying skills and knowledge represented in the learning outcomes and assessment criteria. In order that the learning experience is not rigid and unfulfilling the learning experience should not be confined to the assessment criteria.

The interpretation of assessment criteria should take into account the sub level of the unit (i.e. Entry 1, Entry 2 and Entry 3) based on the level descriptors provided, as this will help determine the amount of support that a learner legitimately can receive in the performance of the learning criteria.

A robust system for recording achievement should be used and should ideally incorporate the opportunity of mapping achievement across units. The evidence of achievement should be cross referenced to the criteria of the units and compiled in conjunction with the learner. Learners' comments and input would be valuable not

only to an assessor and verifier but also to the learner themselves as a record of their activity and achievement.

Assessment practices must reflect the Equality and Diversity Policy of Open Awards. Reasonable Adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying for Reasonable Adjustments. For more information see the **Quality Assurance information on our Website.**

Candidates must provide sufficient evidence that they have the required knowledge, skills and understanding of the assessment criteria and that it is their own work.

Types of evidence may include:
- Observation of performance
- Product for the candidate assessor's work
- Questioning (written or oral)
- Personal statements
- Assignments or projects
- Witness testimonies - supplemented by photographs or other visual recording methods in accordance with current safeguarding requirements.
- Simulations
- Professional discussion
- Recognition of prior learning

Assessments are designed by centres. Assessments should be:

Valid;
- They should clearly measure the knowledge or skills that they set out to measure.

Reliable;
- They will in general produce the same range of responses from learners, as long as they are used in similar circumstances and with similar groups of learners.

Inclusive;
- So that no individual learner is excluded from the opportunity to demonstrate their achievement because of their individual circumstances.

Assessors must be satisfied that learners have achieved all assessment criteria relating to the unit being assessed prior to deciding the learner has completed the unit.

Verification

Verification is the process by which assessment decisions are confirmed.

Centres have a responsibility to conduct internal verification led by a trained internal verifier.

External verification is carried out by Open Awards Quality Reviewers/Open Awards External Verifiers who will confirm that the centre is assessing to standard and ensure that the centre's quality assurance systems continue to meet Open Awards centre recognition criteria.

Further guidance on **Internal Verification** and **Training Support** for centres can be found **on our website.**

Standardisation

Open Awards will undertake a process of standardisation periodically. Centres will be notified of the required sample which will be copied and collected by the Quality Reviewer. Feedback on standardisation will be available to centres. Standardisation will agree standards for each unit, identify exemplars and make recommendations for changes where appropriate. For further information, see our **Standardisation** activities.

Delivering the Qualifications

Recognised Centres

To deliver Open Awards Qualifications you must be an Open Awards Recognised Centre. For more information about becoming a Recognised Centre then please see our **website**.

Notification to Deliver Open Awards Qualifications

If you are an Open Awards Recognised Centre then you will need to alert us that you want to deliver this Qualification. For more information about this process **contact** your Business Development Advisor.

If you are familiar with the process then **proceed to** your Open Awards Secure Portal and complete and submit the New Qualification Notification Form. For help with this see the Administration and Support section of this guide.

Additional Information

Recognition of Prior Learning & Achievement

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess. RPL enables recognition of achievement from a range of achievements and experiences whether at work, home and at leisure and is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Credit based qualifications enable learners to avoid duplication of learning and assessment through equivalences or exemptions:
- For achievements within the QCF it is possible to transfer credits (equivalent)
- Learners with certificated achievements outside the QCF can claim exemption from the requirement to achieve credits for designated units.

It is the responsibility of the centre to inform Open Awards at registration of any exemptions and/or equivalencies for which a claim may be made. These claims will be subject to external verification by the Open Awards Quality Reviewer for the centre.

For more information please **View our RPLA Policy**.

Funding, Fees and Charges

Funding

More information about Funding can be found on the **LARA** website.

Please confirm eligibility for funding via the appropriate funding source.

Fees

Please see the Open Awards **Fees and Charges** page for further details.

Foundation Learning

Foundation Learning aims to provide a focussed approach to Entry Level and Level 1 within the Qualifications and Credit Framework (QCF) in order to raise participation, achievement and progression amongst learners to a Level 2 qualification.

Foundation Learning is made up of three components: Vocational Knowledge, Skills and Understanding; Functional Skills; Personal and Social Development. It includes provision for those with learning difficulties and/or disabilities.

The Open Awards Step-Up Qualifications (QCF) have been developed to contribute to the achievement of Foundation Learning.

Administration and Support

Full support is given to all centres along with training for administrators. You can find the Open Awards **Centre Handbook** on our website. You can also view **Training/Events** information on our website.

The Open Awards web site **http://www.openawards.org.uk** is the best source for further information with full listings of our qualifications, news, events, assessment information, policies, and details of our support services. Alternatively our experienced customer service team can be contacted on 0151 494 2072 or via email **enquiries@openawards.org.uk**.

Glossary

Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit.
Assessment Criteria	Assessment criteria describe what a learner should be able to do in order to evidence the learning outcomes.
Authentic	Evidence must be the learner's own work.
Award	A qualification within the QCF which has a value between one and twelve credits.
Certificate	A qualification within the QCF which has a value between thirteen and thirty six credits.
Certification end date	The last date on which a certificate can be issued.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole unit.
D Unit	The original qualification for internal verifiers involved in NVQs: D34 Internally verify the assessment process If you already have this qualification then you can continue to internally verify as long as you have continued your professional development.
Diversity	Acknowledging that each individual is unique and recognising individual differences, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
EQA	External Quality Assurance
Equality	Fair treatment for all regardless of differences eg culture, wealth, race, gender, ability, sexual orientation or any other group characteristic.
Evidence	Evidence of a candidate's knowledge, understanding or skill that can be used to make a judgment of achievement against criteria.
Fair	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.
Guided Learning	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the

Hours (GLH)	learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Holistic	Holistic assessment is identifying how evidence can relate to and be cross referenced to other units rather than taking a unit by unit approach.
IQA	Internal Quality Assurance
Learning Outcomes	Learning outcomes describe what a learner should know and understand by the end of a unit.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF). Levels indicate difficulty and vary from level 1 to level 8.
NVQ	National Vocational Qualification
Operation dates	The first/last dates that learners can be registered for the qualification.
Qualification and Credit Framework (QCF)	The QCF awards credit for qualifications and units (small steps of learning). Each unit has a credit value. This value specifies the number of credits gained by learners who complete that unit. The flexibility of the system allows learners to gain qualifications at their own pace along routes that suit them best.
Reliable	Reliable evidence indicates that the learner can consistently perform at this level. A reliable method of assessment will produce consistent results for different assessors at each assessment.
Simulations	Where simulations are allowed they must replicate working activities in a realistic workplace environment. A realistic working environment is one which replicates what is likely to happen when an individual is carrying out their normal duties and activities.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
Units of assessment	A unit is defined as a coherent and explicit set of learning outcomes and related assessment criteria with a title, credit value and level. Within the QCF the term 'unit' refers to a unit of assessment.
V Unit	The previous unit required to quality assurance the assessment process: V1 Conduct internal quality assurance of the assessment process If you already have this qualification then you can continue to quality assure as long as you have continued your professional development.
Valid	Evidence must be relevant to the learning outcome and assessment

	criteria ie capable of measuring the knowledge or skills in question. For example a written test cannot measure a candidate assessor's ability to provide feedback to learners.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.