

# Level 5 Certificate in Sales and Coaching

## 15.4 Sales & Marketing

[603/5904/3](#)

**Qualification Specification**

**Level 5**

## Contents

Change Control .....	3
Introduction .....	4
Institute of Sales Professionals .....	4
Sales Qualifications .....	4
Qualifications Structure .....	4
About this Qualification .....	6
Key Facts .....	6
Description & Target Audience .....	6
Progression Opportunities .....	6
Objectives .....	6
Delivering this qualification .....	7
Qualification Structure.....	7
Rules of Combination.....	7
Total Qualification Time (TQT).....	7
TQT & GLH Definitions: .....	7
Learner entry requirements.....	8
Recognising Prior Learning (RPL) .....	8
Qualification Assessment.....	9
Simulation & Realistic Working Environments .....	10
Simulation .....	10
Realistic Work Environment .....	10
Assessor requirements.....	10
Internal Quality Assurance requirements.....	11
Appendix 1 – Qualification Content.....	12

## Change Control

Summary of changes to this specification since last publication date

<b>Version</b>	<b>Publication date</b>	<b>Summary of change</b>
2.0	Sept 23	Moved to ISP format to remove all references of ASP.

## Introduction

This qualification specification outlines all you need to know in order to deliver this qualification as an Approved Training Provider of the Institute for Sales Professionals (ISP) and should be read in conjunction with ISP Approved Training Provider Guide.

You should always ensure you are using the most recent version of this specification, please check ISP website or speak to a member of the ISP Education Team if you are unsure.

The qualification has been developed and is awarded by ISP and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

## Institute of Sales Professionals

The Institute of Sales Professionals (ISP) is an internationally recognised professional sales body, which advances and promotes excellence in the sales profession. It is a community of sales professionals building standards of excellence, diversity and education ensuring the best knowledge, understanding, skills and practice in the sales profession.

ISP want their learners and members to develop sales professional knowledge and skills through a carefully structured approach, consequently our activities include:

- Professional Registration
- Sales Code of Conduct
- Continuing Professional Development programme
- Sales Professional Framework
- Professional Sales Qualifications and Certified Sales Professional status.

The ISP has members from all areas of the sales force and being registered on an ISP qualification ensures attainment of the best knowledge, skills, behaviours and practices in professional sales. Further information can be found on the ISP website [www.the-isp.org](http://www.the-isp.org)

## Sales Qualifications

ISP is an Ofqual regulated awarding body of vocationally related qualifications (VRQ's), committed to the professionalism of all members of the sales force, both in the UK and Internationally. It supports all those who work at every level of the sales function and ensures they have access to relevant career progression opportunities through learning, development and certification.

Not only is the ISP a nationally recognised professional sales qualifications body, it also bases its qualifications on the Sales National Occupational Standards and Employer-led B2B Sales Trailblazer standards, thus ensuring that every sales person certificated by the ISP and every apprentice certificated by the ESFA, has achieved a nationally recognised sales qualification and/or apprenticeship standard.

## Qualifications Structure

In focussing its vision, the ISP has brought together, the Sales National Occupational Standards, the ISP Sales Professionalism Framework, the ISP professional sales membership journey, and industry roles and requirements. By using all these elements of the sales journey, the ISP has developed an inclusive, relevant, robust and worthwhile set of professional sales qualifications that satisfy both national standards and industry roles and requirements.

The ISP has developed the qualifications available at Certificate and/or Diploma level:

- 1) Sales Professionalism (Level 3)
- 2) Executive Sales Professionalism (Level 4)

- 3) Advanced Sales Professionalism (Level 5)
- 4) Sales Coaching & Assessment (Level 5)
- 5) Chartered Sales Professionalism (Level 6)

## About this Qualification

### Key Facts

Qualification Accreditation Number (QAN)	603/5904/3
Total Qualification Time	160
Guided Learning Hours	98
Credit value	16
Level	5
Assessment method	Portfolio of evidence

### Description & Target Audience

The ISP Level 5 Certificate in Sales, Coaching and Assessment is aimed at individuals who intend to develop and gain formal recognition of their knowledge, understanding and competence of working as a sales manager, line manager or in an advanced sales professional role. The qualification is suitable for individuals working in a sales manager or advanced sales professional role, who are responsible for coaching, motivating and assessing sales teams to enhance sales team progress and professionalism.

By achieving the qualification learners will cover the required essentials of sales and line management, with respect to sales team organisation and operations at this level. The core units cover the extremely important areas of; using coaching with sales teams, motivating sales teams, understanding principles of assessment and assessing competence in the work environment.

The units are vocationally related units and include the relevant knowledge, application and practical elements of sales and line management, with respect to sales team organisation and operations at this level. The core units cover the extremely important areas of; using coaching with sales teams, motivating sales teams, understanding principles of assessment and assessing competence in the work environment. The units are vocationally related units and include the relevant knowledge, application and practical elements of sales management operations, in relation to coaching, motivation and assessing competence in the workplace.

### Progression Opportunities

Learners who achieve the Level 5 Certificate in Coaching and Assessment can also progress onto other relevant qualifications eg. ISP Level 6 Diploma in Chartered Sales Professionalism or Graduate Degree Apprenticeship.

### Objectives

- meeting relevant programmes of learning
- preparing learners for employment
- supporting a role in the workplace
- giving learners personal growth and engagement in learning
- preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding

## Delivering this qualification

### Qualification Structure

This qualification is made up of the 4 mandatory units.

Ref	Unit Title	Level	GLH	TQT	Credit
ISP506	Use coaching in sales	5	22	30	3
ISP504	Motivate sales professionals	5	28	40	4
ISP309	Understand the principles and practices of assessment	3	24	30	3
ISP310	Assess occupational competence in the work environment	3	24	60	6

### Rules of Combination

Rules of combination is a description of the credit accumulation required for the achievement of a qualification. Certain qualifications will clearly identify where only specific optional units can be chosen to make up a larger qualification. Please contact [ega@the-isp.org](mailto:ega@the-isp.org) if you are not sure or need further information on the rules of combination for this qualification.

### Total Qualification Time (TQT)

- Total qualification time (TQT) for this qualification is 160; of which
- 98 is expected to be Guided learning hours (GLH)

### TQT & GLH Definitions:

TQT is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which ISP has assigned to a qualification for Guided Learning; and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

GLH is the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Learner entry requirements

There are no formal entry requirements. However, learners should be able to work at level 5 or above and be proficient in the use of English Language.

This qualification is approved for learners 18 plus in England and internationally.

## Recognising Prior Learning (RPL)

Ofqual definition of RPL is the:

- (a) identification by awarding body of any learning undertaken, and/or attainment, by a Learner;
  - a. prior to that Learner taking a qualification which the awarding body makes available or proposes to make available, and
  - b. which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and
- (b) recognition by an awarding body of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.

Therefore, prior to the commence of a qualification, a Training Provider may apply the use recognition of prior learning or prior achievement to reduce the amount required to prepare a learner for assessment.

For further information on how Training Providers can apply to use RPL as described above, please refer to the Recognition of Achievement and Prior Learning Policy available in the ISP Provider Portal.



## Qualification Assessment

The qualification is a combined knowledge and competence qualification. It is assessed through the completion of a portfolio of evidence, which must be internally assessed, and quality assured by the Training Provider. A portfolio of evidence gives Providers flexibility in how individual assessment criteria are assessed.

Additional guidance is included against unit suggesting how assessment criteria can be assessed.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate and peer reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation - completed observational checklists
- witness testimony
- record of professional discussion
- candidate and peer reports

Assessors can use other methods of assessment providing they are valid and reliable. Providers must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Each Unit has a suggested assessment method. Where a Training provider wishes to use other centre-devised assessment methods these should be agreed with ISP Quality Manager before delivery commences.

All assessment evidence for this qualification should be contained within a Learner portfolio of evidence which should be internally assessed and quality assured by the Approved Training Provider and externally quality assured by the ISP prior to certification (subject to ISP's Direct Claim Status policy).

All Learning Outcomes within each Unit must be met to achieve the qualification. Learner evidence within their Portfolio must be clearly mapped against the learning outcomes and assessment criteria and the location of learner evidence must be indicated in the portfolio of evidence. Achievement Logs for these qualifications, which include mapping to each Unit are available on request.

Assessors should assess only against the assessment criteria provided in this specification. Any additional assessment criteria grading will not be included in any external quality assurance activity undertaken by the ISP without prior agreement.

This qualification is only graded at Pass, with successful learners achieving a Pass.

## Simulation & Realistic Working Environments

### Simulation

Where simulation is used for permitted units, it should only form a small part of the evidence for the qualification. Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies. Simulation must be undertaken in a 'realistic working

environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found below.

### Realistic Work Environment

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. The RWE is managed as a real work situation.
2. Assessment must be carried out under realistic business pressures.
3. All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
4. Learners must be expected to achieve a volume of work comparable to normal business practices.
5. The range of services, products, tools, materials and equipment that the candidates use must be up to date and available.
6. Account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. Learners must be given workplace responsibilities to enable them to meet the requirements of the units
8. Customer perceptions of the RWE is similar to that found in the work situation being represented
9. Learners must show that their productivity reflects those found in the work situation being represented.

### Assessor requirements

ISP Qualifications require nominated assessors for this qualification to meet the following:

- Demonstrable occupational competence in Sales equivalent to at least one level above the level of this qualification. This can be in the form of qualification achievement and/or work experience in a similar sales role
- Where sales leadership competence is required, we would expect the assessor to be able to demonstrate occupational expertise and experience in a sales leadership role.

ISP also recommends that the Assessor hold, or be working towards one of the following qualifications:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Learner Performance Using a Range of Methods
- D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

ISP also requires Assessors to complete a minimum of 24 hours of sales-related CPD activity per year.

### Internal Quality Assurance requirements

ISP Qualifications require nominated IQA's for this qualification to meet the following:

- Demonstrable occupational competence in Sales equivalent to at least one level above the level of this qualification. This can be in the form of qualification achievement and/or work experience in a similar sales role

- Where sales leadership competence is required, we would expect the assessor to be able to demonstrate occupational expertise and experience in a sales leadership role.

ISP also recommends that the Assessor hold, or be working towards one of the following qualifications:

- 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
- D34 or V1 verifier awards

ISP also requires Assessors to complete a minimum of 24 hours of sales-related CPD activity per year.

## Appendix 1 – Qualification Content

This section provides details of the structure and content of this qualification.

Each unit overview includes:

- Unit title
- Unit reference
- Unit summary
- Level
- TQT
- GLH
- Credit value
- An indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- Learning outcomes (what the learner will learn in this unit)
- Assessment criteria (what the learner will be able to demonstrate as a result of achieving the learning outcome)
- Assessment method (ISP's recommended assessment method)
- Indicative content (a guide for tutors/coaches delivering the learning as to what should be included to achieve the learning outcomes and meet the assessment criteria.
  - This content is not prescriptive but is intended to provide helpful guidance to tutors, coaches and learners

<b>Unit title</b>	<b>Unit 1: Use Coaching in Sales</b>	
<b>Unit reference</b>	<b>ISP/506</b>	
<b>Unit summary</b>	<b>This unit is about understanding the key aspects of coaching in sales, being able to plan and implement sales coaching programmes, and being able to evaluate coaching in sales.</b>	
<b>Level</b>	<b>5</b>	
<b>TQT</b>	<b>30</b>	
<b>GLH</b>	<b>22</b>	
<b>Credit value</b>	<b>3</b>	
<b>Mandatory or optional?</b>	<b>Mandatory</b> <input checked="" type="checkbox"/>	<b>Optional</b> <input type="checkbox"/>

<b>Learning Outcome – the learner will:</b>	<b>Assessment Criteria – the learner can:</b>		<b>Indicative contents:</b>
1. Understand the key aspects of coaching in sales	1.1	Assess the key aspects of coaching in sales	Key aspects: Key principles and elements; how and where performance can be improved; strengths endorsed; weaknesses addressed; different coaching methods; formal and informal ways; coaching and required communication skills - around questioning and listening; communicating goals; suggesting ideas without solving problems on behalf of the individual, etc.
	1.2	Explain how linking coaching with objectives benefits individuals, teams and organisations	Effective linking: Link coaching with long term career aspirations of the individual; understand how linking with individual development effects overall business performance; benefits of coaching; individual, team, organization; how the focus shifts between short/long term objectives, daily tasks, career development, etc.
	1.3	Assess the processes and boundaries of coaching in sales	Processes and boundaries: Processes - difference between setting achievement goals, to setting long term beliefs and aspirations; boundaries -where the business/manager/leader is responsible for development; where personal issues get too personal and cloud the scope of the coach.
	1.4	Explain how to conclude the coaching process	Concluding the coaching process: Use the synergy of creating objectives; objectives with timescales and outcomes – to ensure conclusion of the process; review success against agreed criteria; evaluate whether successes have been achieved; determine further actions, if required, etc.
2. Be able to plan and implement	2.1	Plan sales coaching programmes	Programme: Sales coaching programme - based on identified performance

coaching in sales			needs; look at different models; models such as GROW or Mentoring Meeting Model (Clutterbuck) to plan against the performance needs of the individual.
	2.2	Agree success criteria for sales coaching programmes	Success criteria: Look at individuals goals; apply timelines; agreed outcomes; determine what success will look like, etc.
	2.3	Deliver sales coaching sessions and maintain records	Sessions: The practical issues around location; creating the correct environment; timing; addressing desired outcomes/objectives per session; delivery - focus on the needs of individual; their career development; ensure accurate keeping of notes; ensure records/actions are agreed; maintain records securely, etc.
	2.4	Review coached sales individuals progress toward their agreed goal	Review: Use goals that are set; review against criteria; agree achievement or not; agree any further actions; seek feedback from the organisation; seek feedback from stakeholders; ensure 360 degree progress is being achieved, etc.
3. Be able to evaluate coaching in sales	3.1	Gather feedback and evaluate own coaching practice	Gather feedback: Using 360 degree feedback; evaluate own performance; seek progress reports from coached sales individuals; seek progress reports from stakeholders; understand scope in which these areas have been achieved; the coached sales individuals should be encouraged to give feedback, etc.
	3.2	Evaluate the impact of coaching on the individual, the team and the organisation	Evaluation: How the performance improvement of the individual is contributing to the overall strategy of the business; improvements at team level; improvements throughout overall organization; look at potential hierarchy models; see the impact made on each part of the organisation's hierarchy, etc.

<b>Unit title</b>	Unit 2: Motivate sales professionals	
<b>Unit reference</b>	ISP/504	
<b>Unit summary</b>	This unit is about understanding motivation in sales, establishing required systems for sales team motivation, and being able to motivate sales professionals.	
<b>Level</b>	5	
<b>TQT</b>	40	
<b>GLH</b>	28	
<b>Credit value</b>	4	
<b>Mandatory or optional?</b>	Mandatory <input checked="" type="checkbox"/>	Optional <input type="checkbox"/>

<b>Learning Outcome – the learner will:</b>	<b>Assessment Criteria – the learner can:</b>		<b>Indicative contents:</b>
1. Understand motivation in sales	1.1	Explain legislation and regulation requirements of motivation	Requirements: Relevant legislation e.g. employment, health and safety; legal and ethical aspects of motivation; APS sales code of conduct; APS recognition/membership; incentives and rewards; gifts; bribes; conflicts of interest, etc.
	1.2	Evaluate the key links between sales performance and motivation	Key links: What really motivates people; the complexities of motivation; how to motivate people; goals; objectives; fulfilment; achievement; work life; not just financial reward; compensation and motivation; sales success; problems of not motivating, etc.
	1.3	Analyse required motivational behaviours and factors	Behaviours and factors: Positive and negative behaviours; sales team motivational factors; impact of behaviours and factors on sales; feelings and views of the sales team; their role in sales team success; sales team and organisation environment; motivational theories e.g. Maslow, Herzberg, Vroom etc; look to evaluate and apply back to the business; team building techniques that support motivation, etc
	1.4	Evaluate the range of motivational tools available	Barriers: Organisation systems and procedures; monitoring and measuring of motivation/achievements; management style; lack of recognition and/or reward; possible conflict with motivational aspects, causing detrimental effects on sales; explore ways to overcome such barriers; etc.
	2.1	Evaluate organisational barriers that conflict with motivation	Barriers: Organisation systems and procedures; monitoring and measuring of motivation/achievements; management style; lack of recognition and/or

2. Be able to establish required systems for sales team motivation			reward; possible conflict with motivational aspects, causing detrimental effects on sales; explore ways to overcome such barriers; etc.
	2.2	Provide clear measures of sales success	Measures: Transparent benchmarks against which sales team members can measure their success; look at non-financial methods such as Net Promoter Score; pipeline fulfilment; those for the individual (Targets, KPI's, etc.); those for team performance (business performance, activity, etc.); financial rewards, etc.
	2.3	Establish monitoring and control procedures for measuring success	Monitoring and control: Key control indicators required to ensure validity and consistency; ensure appropriate indicators are considered; those for the individual (Targets, KPI's, etc.); those for team performance (business performance, activity, etc.); informal/formal control methods such as catch ups; performance reviews; 360 evaluations, understand external effects on team monitoring such as territory, business environment; customer perception such as Net Promoter Score; regular monitoring; regular reviews; fail safes, etc.
3. Be able to motivate sales professionals	3.1	Provide opportunities for personalised motivational sales plans	Sales plans: Agree Personal Development Plans; use PDPs to encourage motivation and achievement; agree KPI's and performance measures; allocate appropriate incentives; record/document ensuring measurement and review; carry out appraisals/performance assessments to judge the levels of personal motivation, etc
	3.2	Recognise achievement of sales professionals	Recognise: Different methods of recognition; use public praise; appropriate media; bonus or commission; share Herzberg's hygiene factors; impact of fulfilling work; sales achievement; work life against life goals, etc.
	3.3	Evaluate scope for improving motivation and enhancing sales	Scope: The effect of incentives in terms of improving performance; how this effects costs and profitability of the business; evaluating technology that may assist in moulding incentives to change behaviours; developing internal communications to aid motivation, etc.

<b>Unit title</b>	<b>Unit 3: Understanding the principles and practices of assessment</b>
<b>Unit reference</b>	<b>ISP/309</b>
<b>Unit summary</b>	<b>This unit develops the learner's Understanding of the principles and requirements of assessment, the different types of assessment methods, how to plan assessments, how to involve learners and others in assessment, how to make assessment</b>



	<b>decisions, the quality assurance of the assessment process, how to manage information relating to assessment and the legal and good practice requirements in relation to assessment.</b>	
<b>Level</b>	<b>3</b>	
<b>TQT</b>	<b>30</b>	
<b>GLH</b>	<b>24</b>	
<b>Credit value</b>	<b>3</b>	
<b>Mandatory or optional?</b>	<b>Mandatory</b> <input checked="" type="checkbox"/>	<b>Optional</b> <input type="checkbox"/>

<b>Learning Outcome – the learner will:</b>	<b>Assessment Criteria – the learner can:</b>		<b>Indicative contents:</b>
1. Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development	Function of assessment: reflecting required standards, reflecting assessment criteria, developing best practice, measuring and recording achievement, identifying learner needs, formative/summative assessment, fit-for-purpose, monitoring development, evidence for performance review/targets/benchmarking, contributing to quality assurance.
	1.2	Define the key concepts and principles of assessment	Key concepts and principles: assessment in context (part of the learning /training cycle), recognising prior learning, identifying specific assessment requirements, assessment of specific learning domains (e.g. Bandler and Grinder)
	1.3	Explain the responsibilities of the assessor	Responsibilities: range of responsibilities (to the learner, the employer, the organisation), occupational standards, awarding organisation, legislation, planning, managing and delivering assessment, maintaining the integrity of the qualification.
	1.4	Identify the regulations and requirements relevant to the assessment in own area of practice	Regulations and requirements: the regulatory/quality bodies (Ofqual, awarding organisations, Institute for Learning), other requirements (health and safety, equality and diversity, data protection), safeguarding learners during assessment, recording/tracking and logging assessment decisions, assessment strategies, communicating decisions with learners, standardisation, moderation and quality assurance of assessment.
2. Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	Strengths and limitation: performance-based assessment of skills, knowledge-based assessment of understanding, range of methods for each, strengths and limitations, needs (individual or group assessment, fit-for-purpose, learners' needs, special consideration, reasonable adjustment), context, measures of

			achievement, performance criteria, assessment criteria, levels, standards, practical limitations, numbers involved, range, opportunity, reliability, time constraints, resources, staffing.
3. Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment	Key factors: meeting requirements of regulations, standards, assessment strategies, learner, employer, business needs, timing of assessment (initial/pre-course, formative, summative, recognising prior learning), methods of assessment (observation, performance evidence, discussion, witness/learner statement, tests, multiple-choice questions, written assignment/task, reflective journal, verbal questioning), naturally occurring, evidence, specific learner needs.
	3.2	Evaluate the benefits of using a holistic approach to assessment	Benefits: cost and time effectiveness, linking knowledge-based and performance-based assessment, learner motivation, promoting learner responsibility and involvement, use of naturally occurring evidence, experiential learning, linking different aspects of learning through assessment, transference of skills, work-based opportunities, rationalising collection of assessment evidence, meeting learning outcomes and assessment criteria.
	3.3	Explain how to plan a holistic approach to assessment	Plan a holistic approach: range of assessment requirements and opportunities, logical progression and sequencing, contextualising, learner needs, linking assessment of knowledge and understanding with skills requirements, naturally occurring evidence, appropriate assessment opportunities, evidence appropriate to learning outcomes and assessment criteria.
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility	Risks that may be involved in assessment: health and safety, equality and diversity, data protection, specific occupational risks, organisational culture, appropriate opportunities for assessment, staff occupational competency, assessment experience, learner occupational competency, responsibility and motivation; timing, range, sufficiency, bias, fairness of assessment.
	3.5	Explain how to minimise risks through the planning process	Minimise risks: criteria for assessment (identifying, addressing specific requirements, standardisation of planning, negotiating with learner), appropriate range of assessment methods, generating required evidence, safeguarding learners (health and safety, equality and diversity,

			appropriate timing of assessment), assessment decisions (clear recording, tracking, logging).
4. Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process	Involving learner and others: initial assessment, recognising learning and training needs, analysis, recognising current level of knowledge and understanding, skills and experiences, negotiating learning targets, goals, and objectives, self-assessment, meaningful, relevant, motivation, learner engagement and involvement, individual responsibility, involving others (organisation, colleagues, employers, peers, witnesses, awarding body).
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process	Information that should be made available: standards, assessment criteria, learning outcomes, assessment strategy, awarding organisation requirements, occupational standards, other requirements (assessment method, timing, venue, expected outcomes, opportunities for feedback), benefits of assessment, appeals procedure, requirements of the learner (preparation, specific needs, activity, evidence required), assessment decisions, examples.
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	Peer and self-assessment: peer observations, formal and informal, witness statements, feedback, working collaboratively, sharing goals, targets, giving and receiving feedback, self- assessment, initial assessment, current knowledge, understanding, skills, occupational competence, reflection, identifying targets, target setting, action planning.
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners	Assessment arrangements: specific learning and assessment needs, involving learner, range of assessment methods, activities to meet different learner needs, alternative assessment activities, use of alternative assessor, learning support, supplementary evidence, use of technology, recording evidence of assessment, use of scribe, aids, alternative formats.
5. Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> </ul>	Judging evidence: rules of evidence, meeting learning outcomes and assessment criteria, coherence, accessible, realistic, relevant, attributable, achieved within time constraints, credible and compatible, Page 15 of 25

		<ul style="list-style-type: none"> <li>• authentic</li> <li>• current</li> </ul>	Final Draft Version – 25/10/2018 - Author APS context (adheres to organisation, industry, awarding body and government requirements and standards).
	5.2	<p>Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	Ensure assessment decisions are; made against specified criteria, valid, reliable and fair: criteria (the range of evidence is clearly identified, current, meets appropriate criteria and outcomes, is mapped), valid (valid currency, appropriate level, attributable), reliable (can be repeated or learning transferred), fair (assessment decisions are fair, without bias and relate to the identified criteria, comply with organisation/industry, awarding body and government requirements, addresses specific learner needs).
6. Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process	Importance of quality assurance in assessment process: organisation assessment policies and procedures, complies (with awarding body, Sector Skills Council, National Occupational Standards and regulatory requirements), team and assessor observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product, internal/external quality assurance reviews, evaluation procedures.
	6.2	Summarise quality assurance and standardisation procedures in own area of practice	Quality assurance and standardisation procedures: own area of practice (quality assurance requirements, standardisation procedure requirements, summary).
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	Procedures to follow in disputes concerning assessment: organisation, awarding body and regulator policies and procedures, appeals procedure , grievance procedures, systems and documents timescales, appropriate staffing for management of appeals, confidentiality, non-discriminatory policy, application in practice, recording of outcomes, clear audit/paper trail.
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment	Following procedures for managing information: centre policies (management of assessment, assessment evidence), awarding body and regulatory requirements and regulations, confidentiality, data protection,

			use of technology, sharing information with relevant parties, relevant requirements.
	7.2	Explain how feedback and questioning contribute to the assessment process	Contribution of feedback and questioning: confirming learning, knowledge, understanding, skills, supporting evidence, reward and motivation to learner, linking learning, transferability of learning, identifying further learning requirements, target setting and action planning, recording progress, value-added, progression, corroboration of assessor decision-making process, learner specific needs for support.
8. Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	Legal issues, policies and procedures: organisation policies and procedures, regulator, awarding organisation and SSC requirements, national occupational standards, specific requirements, confidentiality and data protection, health, safety and welfare, inclusion, equality and diversity, staff development needs, standardisation, sharing good practice, work shadowing, peer observation, in-service training, cascading training, Continuing Professional Development.
	8.2	Explain the contribution that technology can make to the assessment process	Technology in assessment process: appropriate technology (use, range), initial assessment, online testing, recording of evidence (audio, visual), submitting assignments electronically, electronic feedback to learners, emailing feedback, discussion forums, web-based learning, distance or blended learning, issues of authenticity, technology for recording and storing assessment evidence, security, learner access and knowledge of technology, training on use of technology, managing electronic records.
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	Equality and diversity in relation to assessment: inequality and discrimination (forms, impact on individuals, relevant legislation, regulations, policies and codes of practice), appropriate additional resources, recognising and addressing additional support needs, alternative approaches, use of technology, reasonable adjustment special consideration.
	8.4	Explain the value of reflective practice and continuing	Reflective practice and CPD: conforming to requirements, identifying needs/gaps, updating skills/knowledge/occupational expertise, new

	<p>professional development in the assessment process</p>	<p>technology, changing requirements, reflective practice, self-assessment, feedback from learners, colleagues, managers, external evaluators, other individuals and professionals, self and team reviews, observation reports, outcome from appraisal, monitoring and modifications, realistic targets for own development.</p>
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<b>Unit title</b>	<b>Unit 4: Assess occupational competence in the work environment</b>	
<b>Unit reference</b>	<b>ISP/310</b>	
<b>Unit summary</b>	<b>This unit develops the learner's competence of planning the assessment of occupational competence, making assessment decisions about occupational competence, providing required information following the assessment of occupational competence and maintaining legal and good practice requirements when assessing occupational competence.</b>	
<b>Level</b>	<b>3</b>	
<b>TQT</b>	<b>60</b>	
<b>GLH</b>	<b>24</b>	
<b>Credit value</b>	<b>6</b>	
<b>Mandatory or optional?</b>	<b>Mandatory</b> <input checked="" type="checkbox"/>	<b>Optional</b> <input type="checkbox"/>

<b>Learning Outcome – the learner will:</b>	<b>Assessment Criteria – the learner can:</b>		<b>Indicative contents:</b>
1. Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony) looking at learner statements</li> <li>• recognising prior learning</li> </ul>	Planning assessment of occupational competence: each method (advantages, disadvantages, most appropriate use), appropriate standards, awarding body, SSC and organisational requirements, employers' needs, performance requirements, transferability of skills, range of methods, observation of performance in work environment, examination of products of work, questioning learner, discussions with learner, use of others e.g. witness testimony, learner statements, recognising prior learning, appropriate record keeping and documentation.
	1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner	Communicating purpose, requirements and processes: standards and criteria against which learners will be assessed, awarding body requirements, occupational standards, other requirements (assessment plan, timing, venue), methods, expected outcomes, opportunities for

			feedback, benefits of assessment, appeals procedure, terminology, requirements from the learner such as preparation, specific needs, activities, evidence required.
	1.3	Plan the assessment of occupational competence to address learner needs and current achievements	Assessing occupational competence: initial assessment of learners' needs, knowledge and understanding, training needs analysis, recognising current level of knowledge, understanding, skills and experiences, performance indicators, skills test, employer review (agreeing targets, goals, objectives for assessment), self-assessment with learner, assessment that is meaningful and relevant, learner Page 19 of 25 Final Draft Version – 25/10/2018 - Author APS (motivation, engagement, involvement, individual responsibility), involvement with others (organisation, colleagues, employers, peers, witnesses).
	1.4	Identify opportunities for holistic assessment	Identifying opportunities for holistic assessment: evidence opportunities (range of learning outcomes, assessment criteria, identification), planning and knowledge of assessment criteria, assessment requirements and assessment activities, assessment guidance from SSC and awarding bodies, logical progression and sequencing, specific context, learner needs, linking assessment (knowledge, understanding, skills), naturally occurring evidence, appropriate assessment opportunities
2. Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>• observation of performance examining products of work questioning the learner</li> <li>• discussing with the learner use of others (witness testimony)</li> <li>• looking at learner statements recognising prior learning</li> </ul>	Valid, fair and reliable assessment methods: range of assessment methods (performance-based assessment of skills, observation of performance, examining products of work, questioning the learner, discussing with the learner, use of others, witness testimony, learner statements, recognising prior learning), assessment method (fit-for purpose, meets learner needs, meets organisation and awarding body requirements), mapping to learning outcomes and assessment criteria, taking into account numbers involved, range, opportunity, time constraints, resources, staffing, free from bias, validity and authenticity.



	2.2	Make assessment decisions of occupational competence against specified criteria	Assessment decisions of occupational competence: credibility and compatibility with learning programme and required assessment outcomes, context, standards (organisation, industry, awarding body, government requirements), rules of evidence, meeting outcomes and objectives in assessment plan, evidence (coherence, accessible, realistic, relevant, attributed to the learner), time constraints.
	2.3	Follow standardisation procedures	Assessment decisions of occupational competence: credibility and compatibility with learning programme and required assessment outcomes, context, standards (organisation, industry, awarding body, government requirements), rules of evidence, meeting outcomes and objectives in assessment plan, evidence (coherence, accessible, realistic, relevant, attributed to the learner), time constraints.
	2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	Feedback to learners: positive, encouraging, clear, specific and targeted feedback, location and time agreed with learned, involving learner, range of available evidence, opportunity for learner feedback, focusing on identified criteria and standards, avoiding personal issues or bias, adjusting to learner needs.
3. Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress	Recording assessment of occupational competence: understanding organisational and awarding body requirements, documentation and procedures, recording of naturally occurring evidence, observation, interview, discussion, written records, video, audio, learner and witness statements, record of product, tracking and logging documents, action plans, assessment pro forma, examples, samples, record of questioning, regular progress checks, goals, targets checked at appropriate intervals.
	3.2	Make assessment information available to authorised colleagues	Making assessment information available: identifying authorised colleagues, recording and storing assessment evidence and documentation, using electronic format, security and appropriate access, team meetings, assessment and standardisation meetings.

	3.3	Follow procedures to maintain the confidentiality of assessment information	Following procedures to maintain confidentiality: procedures for secure storage of assessment documentation, organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage, electronic safeguards, legitimate access and limited access.
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare	Relevant policies, procedures and legislation: the regulatory bodies of standards (Ofqual, Sector Skills Councils, Awarding Organisations, Institute for Learning), other regulations (e.g. Health & Safety, Equality & Diversity, bilingualism where appropriate, Data Protection), organisational policies and procedures (e.g. safeguarding learners during assessment, standardisation/moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements).
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence	Requirements for equality and diversity: legislation, codes of practice and regulations on equality and diversity, equality and discrimination, employment regulations and policies, codes of practice (promotion of equality, valuing of diversity), reasonable adjustment and special consideration, evaluation of individual learners, involving learner, Page 21 of 25 Final Draft Version – 25/10/2018 - Author APS bilingualism, flexible and appropriate assessment, quality assurance, additional resources, additional support needs.
	4.3	Evaluate own work in carrying out assessments of occupational competence	Evaluate own assessment work: reviewing own competence, feedback from internal and external verification reports, self-assessment, evaluation of planning and carrying out of assessment, Self-Assessment Review, current occupational and awarding organisation standards, learner's achievements, evaluation/feedback (from learners, teachers, managers, other individuals and professionals), observation reports, outcome from appraisal, updating knowledge and occupational expertise and skills.

	4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Maintaining own expertise and competence: conforming to requirements, identifying needs and gaps, need for updating skills/knowledge/occupational expertise, new technology, changing requirements, reflective practice: self-assessment, feedback (from learners, colleagues, managers, external evaluators, other individuals and professionals), self and team reviews, observation reports, outcome from appraisal, monitoring and modifications, realistic targets for own development.
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