



Qualification manual

Qualification title: EAL Level 2 NVQ Diploma in
Materials Processing and
finishing

Qualification code: 600/9591/X

NVQ qualification manual - Issue B

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1.0 About EAL

Since 1964 EAL (Excellence Achievement and Learning) has been the specialist awarding organisation for the industry and related sectors. Our commitment to partnering industry together with the focus on our core sectors gives us an unrivalled understanding of the skills employers need. This results in qualifications that carry weight and respect with employers which deliver real career benefits for learners.

We support the delivery network with an unparalleled level of service to ensure that learners are well prepared for the roles they plan to take on. Through its programme of continuous improvement, EAL strives to meet the demand from employers for high performing, high quality products.

1.1 Equality and diversity statement

EAL expects its centres to enable Learner's to have equal access to training and assessment for qualifications in line with the Equality Act 2010 and protected characteristics. Further details can be located in the EAL Equal Opportunities and Diversity Policy:

<http://www.eal.org.uk/centre-support/centre-support/policies-and-important-documents>

1.2 Customer service

Customer service is a fundamental part of EAL's commitment to you. EAL aims to ensure that all customers receive a high quality efficient service. We are always interested in feedback and if you have any comments or feedback on our qualifications, products or services, please contact the customer services team:

EAL Customer Services

Tel: +44 (0)1923 652400

Email: customercare@eal.org.uk

2.0 Achievement of qualifications, unit credits and stand-alone units

These NVQ qualifications are gained when all the necessary units have been achieved. The centre will then be able to apply for the learner's NVQ certificate of achievement. The learner will also receive a certificate of unit credit, listing all the units they have achieved.

However if learners do not complete the full qualification they have been registered on they can still claim a certificate of unit credit for the units achieved. This will mean that learners will still have proof of their ability and could complete one of the NVQ qualifications at a later date.

Units can also be taken individually (stand-alone units). This manual must be used in conjunction with the delivery and assessment of any individual units to ensure that assessment requirements and methodologies are consistently applied.

There are various other qualifications, details on these can be obtained from the [EAL Website](#) or alternatively contact:

EAL customer services :
Tel: +44 (0)1923 652 400
Email: customer@eal.org.uk

2.1 Qualification support materials

The following assessment support materials are available for these qualifications:

Assessment routes:

These contain the details of the nationally recognised units. These documents allow both the learner and the assessor to record the progress through the qualification selected. The assessment routes contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence.

Learner guide (including performance assessment plan and evidence record)

This guide explains to the learner how they will be assessed, and also gives ideas for evidence. It can be given to the learner during induction to help them understand the qualification and assessment requirements.

EAL have also provided for centres a series of mini guides that will assist centres on all necessary documentation and advice. This can be found on the EAL website

2.2 Funding for this qualification

EAL accredits qualifications via regulatory bodies. The regulatory bodies then pass the information to the relevant funding agencies. Once funding is available, centres will be able to check and register against the learning aim to ensure funding is drawn down. If you are unsure whether funding is available, the first point of contact should be via your internal funding system, or alternatively contact EAL for information.

3.0 Centre and qualification approval

Centres wishing to run these qualifications will need to comply with this qualification manual and EAL's centre approval criteria for these qualifications. Centres must also put in place the appropriate physical and human resources and administration systems to deliver these qualifications effectively.

For *existing* EAL centres to put any of these qualifications on your centre remit:

To add this qualification to your centre qualification remit create and complete a qualification approval application form in Smarter Touch and submit to EAL.

For *non* EAL centres to gain centre approval to run any of these qualifications:

EAL customer services will be pleased to help. Please contact them on:

Tel: +44 (0)1923 652 400

Fax: +44 (0)1923 652 401

Email: customercare@eal.org.uk

4.0 Qualification specific information

Rule of combination (qualification structure)

This qualification has 215 Guided Learning Hours (GLH), and 38 Credits.

It has a Total Qualification Time (TQT) of 380 hours which is the notional time required by the learner to complete the qualification.

This qualification can be obtained by following either one of the following pathways. The learner is required to complete the mandatory assessment routes, and may also be able to choose from a selection of optional assessment routes.

Pathway MPA: Mould and Core Making

Mandatory assessment routes: All three assessment routes must be completed:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/001N	Complying with Statutory Regulations and Organisational Safety Requirements	2	5	35	A/601/5013
QMPF2/002N	Using and Interpreting Engineering Data and Documentation	2	5	25	Y/601/5102
QMPF2/003N	Working Efficiently and Effectively in Engineering	2	5	25	Y/601/5052

Optional assessment routes: Two of the following assessment routes must be taken:

QMPF2/004N	Producing Sand Moulds Manually	2	28	91	J/505/0319
QMPF2/005N	Producing Sand Cores Manually	2	28	91	A/505/0320
QMPF2/006N	Producing Sand Moulds or Cores with Mechanical Assistance	2	28	91	F/505/0321
QMPF2/007N	Producing Sand Moulds or Cores Automatically	2	28	91	L/505/0323
QMPF2/008N	Producing Ceramic Moulds or Cores	2	28	91	R/505/0324
QMPF2/009N	Producing Shell Moulds for Investment Casting	2	28	91	Y/505/0325
QMPF2/010N	Preparing Materials for Moulding and Core Making	2	12	63	D/505/0326
QMPF2/011N	Assembling, Core Setting and Closing Sand/Ceramic Moulds	2	18	84	K/505/0328
QMPF2/012N	Assembling and Preparing Investment Shells for Casting	2	18	84	M/505/0329

Pathway MPB: Melting and Casting Metal

Mandatory assessment routes: All three assessment routes must be completed:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/001N	Complying with Statutory Regulations and Organisational Safety Requirements	2	5	35	A/601/5013
QMPF2/002N	Using and Interpreting Engineering Data and Documentation	2	5	25	Y/601/5102
QMPF2/003N	Working Efficiently and Effectively in Engineering	2	5	25	Y/601/5052

Optional assessment routes: Two of the following assessment routes must be taken:

QMPF2/013N	Melting Metal for Casting	2	16	63	H/505/0330
QMPF2/014N	Casting Metal by Manual Means	2	28	84	K/505/0331
QMPF2/015N	Casting Metal using Mechanical Means	2	28	84	M/505/0332
QMPF2/016N	Preparing Furnace and Ladle Linings for Melting and Pouring Metal	2	23	77	A/504/6493
QMPF2/017N	Controlling and Treating Molten Metal in Readiness for Casting	2	20	70	F/504/6494
QMPF2/018N	Producing Metallic Castings using the Gravity Die Process	2	28	84	T/505/0333
QMPF2/019N	Producing Metallic Castings using Pressure Die Processes	2	28	84	A/505/0334

Pathway MPC: Fettleing and Finishing

Mandatory assessment routes: All three assessment routes must be completed:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/001N	Complying with Statutory Regulations and Organisational Safety Requirements	2	5	35	A/601/5013
QMPF2/002N	Using and Interpreting Engineering Data and Documentation	2	5	25	Y/601/5102
QMPF2/003N	Working Efficiently and Effectively in Engineering	2	5	25	Y/601/5052

Optional assessment routes: One of the following assessment routes must be taken:

QMPF2/020N	Knocking out and De-Coring Metallic Castings	2	8	39	J/505/0336
QMPF2/021N	Cleaning Metallic Castings Manually	2	8	39	Y/505/0339
QMPF2/022N	Cleaning Metallic Castings by Blasting	2	8	39	R/505/0341
QMPF2/023N	Fettleing Metallic Castings	2	8	39	Y/505/0342
QMPF2/024N	Repairing and Reclaiming Metallic Castings	2	12	45	D/505/0343

Plus the following assessment route:

QMPF2/025N	Inspecting Metallic Castings Visually	2	15	91	A/505/0348
QMPF2/026N	Checking Castings for Dimensional Accuracy	2	25	100	F/505/0349

Pathway MPD: Applying Coatings and Coverings

Mandatory assessment routes: All three assessment routes must be completed:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/001N	Complying with Statutory Regulations and Organisational Safety Requirements	2	5	35	A/601/5013
QMPF2/002N	Using and Interpreting Engineering Data and Documentation	2	5	25	Y/601/5102
QMPF2/003N	Working Efficiently and Effectively in Engineering	2	5	25	Y/601/5052

Optional assessment routes: One of the following assessment routes must be taken:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/027N	Applying Liquid Coatings by Dipping	2	23	130	F/505/0352
QMPF2/028N	Applying Liquid Coatings by Spray Methods	2	23	130	L/505/0354
QMPF2/029N	Applying Coatings by Electrophoretic or Autophoretic Methods	2	25	137	R/505/0355
QMPF2/030N	Applying Powder Coatings	2	23	130	Y/505/0356
QMPF2/031N	Applying Hot Dip Treatments	2	25	137	H/505/0358
QMPF2/032N	Carrying Out Electroplating Operations	2	25	137	K/505/0362
QMPF2/033N	Carrying Out Electroless Nickel Plating Operations	2	25	137	M/505/0363
QMPF2/034N	Applying Coatings by Chemical Conversion Processes	2	25	137	A/505/0365
QMPF2/035N	Carrying Out Sulphuric Acid Anodising Operations	2	25	137	F/505/0366
QMPF2/036N	Carrying Out Chromic Acid Anodising Operations	2	25	137	J/505/0367
QMPF2/037N	Applying Finishes by Hard Anodising	2	25	137	R/505/0372

Pathway MPD: Applying Coatings and Coverings (cont)

QMPF2/038N	Carrying Out Mechanical Plating Operations	2	25	137	Y/505/0373
QMPF2/039N	Carrying Out Chemical or Electro-Chemical Polishing Operations	2	25	137	D/505/0374
QMPF2/040N	Applying Physical or Chemical Vapour Deposition Processes	2	25	137	H/505/0375
QMPF2/041N	Applying Alloy Plating Processes	2	25	137	K/505/0376
QMPF2/042N	Carrying Out Finishing by Phosphating Methods	2	25	137	M/505/0380
QMPF2/043N	Carrying Out Zinc Plating Operations	2	25	137	A/505/0382
QMPF2/044N	Carrying Out Zinc-Rich Coating Operations	2	25	137	F/505/0383
QMPF2/045N	Carrying Out Nickel and Chromium Plating Operations	2	25	137	J/505/0384
QMPF2/046N	Carrying Out Hard Chromium Plating Operations	2	25	137	L/505/0385
QMPF2/047N	Carrying Out Mechanical Polishing Operations	2	25	137	R/505/0386
QMPF2/048N	Carrying Out the Application of Transfers, Decals and Livery	2	23	130	D/505/0388
QMPF2/049N	Carrying Out Thermal Spraying Operations	2	27	142	A/505/0480

Pathway MPE: Injection Moulding

Mandatory assessment routes: All three assessment routes must be completed:

EAL code	Assessment route title	Level	Credit value	Guided learning hours	Ofqual code
QMPF2/001N	Complying with Statutory Regulations and Organisational Safety Requirements	2	5	35	A/601/5013
QMPF2/002N	Using and Interpreting Engineering Data and Documentation	2	5	25	Y/601/5102
QMPF2/003N	Working Efficiently and Effectively in Engineering	2	5	25	Y/601/5052

Optional assessment route: the following assessment route must be taken:

QMPF2/060N	Operating Plastic Injection Moulding Machines	2	28	130	J/505/0482
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5.0 Assessment strategy

Please refer to your EAL centre guidance alongside this section.

5.1 Learners

If applicable – learners undertaking qualifications must meet any applicable entry requirements including, entry qualifications, legal requirements of the process or the environment, or any other specific restrictions. Where these exist, assessment will be open to any learner who has met entry requirements) and has the potential to achieve the assessment criteria set out in the units.

Aids or appliances, which are designed to alleviate disability, may be used during assessment, providing they do not compromise the standard required.

5.2 Assessor requirements to demonstrate effective assessment practice

Assessment must be carried out by competent assessors that as a minimum must hold the Level 3 Award in Assessing Competence in the Work Environment. Current and operational assessors that hold units D32 and/or D33 or A1 and/or A2 as appropriate to the assessment being carried out, will not be required to achieve the Level 3 Award as they are still appropriate for the assessment requirements set out in this unit assessment strategy. However, they will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date National Occupational Standards (NOS)

Assessor technical requirements

Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant unit learning outcomes and associated assessment criteria. This will be demonstrated either by holding a relevant technical qualification or by proven industrial experience of the technical areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.

Assessors must also be:

Fully conversant with the Awarding Organisation's assessment recording documentation used for the NVQ units against which the assessments and verification are to be carried out, other relevant documentation and system and procedures to support the QA process.

5.3 Quality Assurance (internal and external)

Internal quality assurance (IQA) must be carried out by competent IQA's that as a minimum must hold the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices. Current and operational IQA's that hold internal verification units V1 or D34 will not be required to achieve the Level 4 Award as they are still appropriate for the IQA requirements set out in this unit assessment strategy. IQA's must be familiar with, and preferably hold, either the nationally recognised assessor units D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment.

External quality assurance (EQA) must be carried out by a competent EQA that as a minimum must hold the Level 4 Award in the External Quality Assurance of Assessment Processes and Practices. Current and operational EQA's that hold units V2 or D35 will not be required to achieve the Level 4 Award as they are still appropriate for the EQA requirements set out in this unit assessment strategy. EQA's must be familiar with, and preferably hold, either the nationally recognised assessor units D32 and/or D33 or A1 and/or A2 or the Level 3 Award in Assessing Competence in the Work Environment. External and internal quality assurers will be expected to regularly review their skills, knowledge and understanding and where applicable undertake continuing professional development to ensure that they are carrying out workplace quality assurance (verification) of assessment processes and practices to the most up to date National Occupational Standards (NOS) quality assurers, both internal and external, will also be expected to be fully conversant with the terminology used in the NVQ units against which the assessments and quality assurance are to be carried out, the appropriate regulatory body's systems and procedures and the relevant Awarding Organisation's documentation, systems and procedures within which the assessment and quality assurance is taking place.

Specific technical requirements for Internal and External quality assurance

Internal and external quality assurers of this qualification must be able to demonstrate that they have verifiable, sufficient and relevant industrial experience and must have a working knowledge of the processes, techniques and procedures that are used in the relevant sector/occupation. The tables on the following page show the recommended levels of technical competence for assessors, IQA's, and EQA's.

Technical Requirements for Assessors and Verifiers

Position	Prime activity requirements	Support activity requirements	Technical requirements (see notes)
Assessor	Assessment Skills	IQA Systems	Technical competence in the areas covered by the units being assessed
IQA	Verification Skills	Assessment Knowledge	Technical understanding of the areas covered by the qualifications
EQA	Verification Skills	Assessment Understanding	Technical awareness of the areas covered by the qualifications

Notes:

1. Technical competence is defined here as a combination of practical skills, knowledge, and the ability to apply both of these, in familiar and new situations, within a real working environment.
2. Technical understanding is defined here as having a good understanding of the technical activities being assessed, together with knowledge of relevant Health & Safety implications and requirements of the assessments.
3. Technical awareness is defined here as a general overview of the subject area, sufficient to ensure that assessment and portfolio evidence are reliable, and that relevant Health and Safety requirements have been complied with.
4. The competence required by the assessor, internal quality assurer (IQA) and external quality assurer (EQA), in the occupational area being assessed, is likely to exist at three levels as indicated by the shaded zones in the following table.

Technical Competence required by:	An ability to discuss the general principles of the competences being assessed	An ability to describe the practical aspects of the competence being assessed	An ability to demonstrate the practical competences being assessed
Assessor			
IQA			
EQA			

5.4 Assessment environment

The evidence put forward for this unit can only be regarded valid, reliable, sufficient and authentic if achieved and obtained in the working environment and be clearly attributable to the learner. However, in certain circumstances, simulation/replication of work activities may be acceptable.

- The use of high quality, realistic simulations/replication, which impose pressures which are consistent with workplace expectations, should only be used in relation to the assessment of the following:-
 - Rare or dangerous occurrences, such as those associated with health, safety and the environment issues, emergency scenarios and rare operations at work
 - The response to faults and problems for which no opportunity has presented for the use of naturally occurring workplace evidence of learner's competence
 - Aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of learner's competence.
- Simulations/replications will require prior approval from the specific Awarding Organisation and should be designed in relation to the following parameters: -
 - the environment in which simulations take place must be designed to match the characteristics of the working environment
 - competencies achieved via simulation/replication must be transferable to the working environment
 - simulations which are designed to assess competence in dealing with emergencies, accidents and incidents must be verified as complying with relevant health, safety and environmental legislation by a competent health and safety/environmental control officer before being used
 - simulated activities should place learners under the same pressures of time, access to resources and access to information as would be expected if the activity was real
 - simulated activities should require learners to demonstrate their competence using plant and/or equipment used in the working environment
 - simulated activities which require interaction with colleagues and contacts should require the learner to use the communication media that would be expected at the workplace
 - for health and safety reason simulations need not involve the use of genuine substances/materials. Any simulations which require the learner to handle or otherwise deal with materials substances/should ensure that the substitute takes the same form as in the workplace

5.5 Access to assessment

There are no entry qualifications or age limits required by learners to undertake the NVQ units unless this is a legal requirement of the process or the environment. Assessment is open to any learner who has the potential to achieve the assessment criteria set out in the units. Aids or appliances, which are designed to alleviate disability, may be used during assessment, providing they do not compromise the standard required.

5.6 Carrying Out Assessment

The NVQ units were specifically developed to cover a wide range of activities. The evidence produced for the units will, therefore, depend on the learners choice of “bulleted items” listed in the unit assessment criteria. Where the assessment criteria gives a choice of bulleted items (for example ‘any three from five’), assessors should note that learners do not need to provide evidence of the other items to complete the unit (in this example, two) items, particularly where these additional items may relate to other activities or methods that are not part of the learners normal workplace activity or area of expertise.

Minimum performance evidence requirements

Performance evidence must be the main form of evidence gathered. In order to demonstrate consistent, competent performance for a unit, a minimum of 3 different examples of performance must be provided, and must be sufficient to show that the assessment criteria have been achieved to the prescribed standards. It is possible that some of the bulleted items in the assessment criteria may be covered more than once. The assessor and learner need to devise an assessment plan to ensure that performance evidence is sufficient to cover all the specified assessment criteria and which maximises the opportunities to gather evidence. Where applicable, performance evidence may be used for more than one unit. The most effective way of assessing competence, is through direct observation of the learner. Assessors must make sure that the evidence provided reflects the learner’s competence and not just the achievement of a training programme. Evidence that has been produced from team activities, for example, maintenance or installation activities is only valid when it clearly relates to the learners specific and individual contribution to the activity, and not to the general outcome(s). Each example of performance evidence will often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

Performance evidence must be a combination of:

p outputs of the learner’s work, such as items that have been manufactured, installed, maintained, designed, planned or quality assured, and documents produced as part of a work activity together

With:

- evidence of the way the learner carried out the activities such as witness testimonies, assessor observations or authenticated learner reports, records or photographs of the work/activity carried out, etc.

Competent performance is more than just carrying out a series of individual set tasks. Many of the units contain statements that require the learner to provide evidence that proves they are capable of combining the various features and techniques. Where this is the case, separate fragments of evidence would not provide this combination of features and techniques and will not, therefore, be acceptable as demonstrating competent performance. If there is any doubt as to what constitutes valid, authentic and reliable evidence, the internal and/or external quality assurer should be consulted.

Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide enough evidence in this area. Where the learner's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

Knowledge and understanding can be demonstrated in a number of different ways. SEMTA expects oral questioning and practical demonstrations to be used, as these are considered the most appropriate for these units. Assessors should ask enough questions to make sure that the learner has an appropriate level of knowledge and understanding, as required by the unit. Awarding organisations may choose other methods, which must be supported by a suitable rationale. Evidence of knowledge and understanding will not be required for those bulleted items in the assessment criteria that have not been selected by the learner. The achievement of the specific knowledge and understanding requirements of the units cannot simply be inferred by the results of tests or assignments from other units, qualifications or training programmes. Where evidence is submitted from these sources, the assessor must, as with any assessment, make sure the evidence is valid, reliable, authentic, directly attributable to the learner, and meets the full knowledge and understanding requirements of the unit. Where oral questioning is used the assessor must retain a record of the questions asked, together with the learner's answers. Awarding organisations may choose other methods, which must be supported by a suitable rationale.

Witness testimony

Where observation is used to obtain performance evidence this must be carried out against the unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

For example, the observation may be carried out against the assessment criteria by someone else that is in close contact with the learner. This could be a team leader, supervisor, mentor or line manager who may be regarded as a suitable witness to the learner's competency. However, the witness must be technically competent in the process or skills that they are providing testimony for, to at least the same level of expertise as that required of the learner. It will be the responsibility of the assessor to make sure that any witness testimonies accepted as evidence of the learner's competency are reliable, auditable and technically valid.

5.7 Quality control of assessment: General

There are two major points where an awarding organisation interacts with the centre in relation to the external quality control of assessment for a qualification and these are:

Approval - when a centre take on new qualifications, the awarding organisation, normally through an External quality assurer (EQA) ensures that the centre is suitably equipped and prepared to deliver the new qualification

Monitoring - throughout the ongoing delivery of the qualification the awarding organisation, through EQA monitoring and other mechanisms must maintain and the quality and consistency of assessment of the qualification

Approval

In granting approval, the awarding organisation, normally through its EQA's must ensure that the prospective centre:

- meets any procedural requirements specified by the Awarding Organisation
- has sufficient and appropriate physical and staff resources
- meets relevant health and safety and/or equality and access requirements
- has a robust plan for the delivery, assessment and QA for the qualifications

Awarding organisations may decide to visit the centre to view the evidence provided. The Awarding body must have a clear rationale for the method(s) deployed

Monitoring

The Awarding organisation, through EQA monitoring and other mechanisms must ensure:

- that a strategy is developed and deployed for the ongoing awarding organisation monitoring of the centre. This strategy must be based on an active risk assessment of the centre. In particular the strategy must identify the learner, assessor and IV sampling strategy to be deployed and the rationale behind this
- that the centre's internal quality assurance processes are effective in candidate assessment
- that sanctions are applied to a centre where necessary and that corrective actions are taken by the centre and monitored by the awarding organisation/ EQA
- that reviews of awarding organisation's external auditing arrangements are undertaken

Awarding organisations are required to provide to SEMTA, on request, details of the strategies, rationales and reviews detailed above.

6.0 About the NVQ qualification units

These qualifications are made up of a number of nationally recognised units which EAL has converted into assessment material called '**assessment routes**'. These documents allow both the learner and the assessor to record the progress through the NVQ qualifications. The units contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence.

All units contain the following information:

- qualification and unit title
- unit level
- credit value
- guided learning hours (GLH)
- unit summary
- performance to be assessed and evidenced (assessment criteria)
- knowledge to be assessed and evidenced (knowledge requirements)

6.1 Learner's portfolio building and referencing

For guidance to assessment and exemplars on completing documentation including completed assessment routes, and assessment planning documentation refer to EAL centre guidance.

For further information please contact EAL customer services:

Tel: +44 (0)1923 652 400

Fax: +44 (0)1923 652 401

Email: customercare@eal.org.uk



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Appendix 1: Functional skills and Essential Skills Wales

Functional skills

If individuals don't achieve a level two functionality while at school; they will have other opportunities to do so at college, within an apprenticeship, or in an adult course on day release from work, whatever their age.

Functional skills qualifications have replaced existing key skills qualifications.

Functional skills qualifications will be:

- a constituent of new diplomas at every level,
- a replacement for communication, AoN and ICT key skills qualifications part of apprenticeship frameworks
- part of foundation learning.

Essential Skills Wales (ESW)

Essential Skills Wales are a suite of qualifications to replace key skills in Wales. There are currently three ESW qualifications:

- Application of Number (AoN),
- communication,
- Information Communication Technology (ICT).

EAL offer these qualifications at levels one to three. These qualifications are 'stand-alone' and are portfolio based; however these can be embedded into other qualifications but must remain a transferable skill.

Appendix 2: Learner Registration & Certification

Learners must be registered with EAL on a code which relates to the qualification - this **must be** completed prior to assessment. Both learner registration and certification can be completed on line at the EAL Website www.eal.org.uk.

For paper based registration and certification, use forms LRF1 and CAF1A.

To Register the Learner on the Chosen

Qualification/Pathway Code: Qualification Title	Code:
Mould and Core Making	600/9591/XMPA1
Melting and Casting Metal	600/9591/X MPB1
Fettling and Finishing	600/9591/X MPC1
Applying Coatings and Coverings	600/9591/X MPD1
Injection Moulding	600/9591/X MPE1