



QA Level 3 Certificate in
**Assessing Vocational
Achievement (RQF)**

Qualification Specification

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Key qualification information

Qualification Accreditation Number (QAN):	603/0380/3
Operational start date	1 September 2016
Total Qualification Time (TQT):	150
Guided learning hours (GLH):	84
Credit Value:	15
Number of Units:	3 mandatory units
Assessment Methods:	<ul style="list-style-type: none"> • Formative assessment – conducted by Trainer throughout the course • Theory assessment – Workbooks x 3, which include: <ul style="list-style-type: none"> – Assignments – Practical assessment

Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Education and Training suite of qualifications. The qualification and learning outcomes are based on the National Occupational Standards for Learning and Development.

This QA qualification is designed to provide Trainee assessors with the knowledge, understanding and skills to effectively use a variety of assessment methods to assess learners in a multitude of settings. It is a knowledge and practical based qualification and requires Trainee assessors to have access to learners completing vocational qualifications in order to generate the evidence required to complete this qualification.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Certificate in Assessing Vocational Achievement (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Trainee assessors by enabling them to attain the knowledge, understanding and ability to perform the role of Assessor in a wide range of contexts. It will help the Trainee assessor to build an understanding of the principles and practices of assessment, how to assess vocational skills, knowledge and understanding and assess occupational competence in the work environment.

Purpose

The purpose of this qualification is to develop Trainee assessor's knowledge, skills and understanding of assessment, supporting employment in a vocational education setting.

Intended audience

This qualification provides the knowledge, skills and understanding for individuals wishing to undertake qualification assessment in the further education and skills sector for, e.g. Further Education (FE) Colleges, Independent Training Providers and/or Local Authorities. Trainee assessors might include individuals who currently work in a teaching/training capacity wanting to develop their knowledge and skills of vocational assessment in a vocational and workplace setting.

Structure

This qualification contains 3 mandatory units with a Total Qualification Time (TQT) of 150 hours. Full details of these units are in *Appendix 1*.

Trainee assessors must complete all assessments in the units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 36 months.

TQT is the total number of hours required for a Trainee assessor to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Trainee assessor is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 84 GLH (minimum), and
- The number of hours a Trainee assessor will reasonably be likely to spend in preparation and study as directed by but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 66 hours

Relationship with other related qualifications

This qualification links closely to other assessment based qualifications, as identified in the diagram below:

	Understanding the principles and practices of assessment	Assess vocational skills, knowledge and understanding	Assess occupational competence in the work environment
Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)	✓		
Level 3 Award in Assessing Vocationally Related Achievement (RQF)	✓	✓	
Level 3 Award in Assessing Competence in the Work Environment (RQF)	✓		✓
Level 3 Certificate in Assessing Vocational Achievement (RQF)	✓	✓	✓

Recognition of Prior Learning (RPL)

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Trainee assessor can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL evidence must be: valid, reliable, authentic, current, sufficient.

It is the Centre's responsibility to make sure they do not disadvantage a Trainee assessor or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years and should only be used as rationale to avoid unnecessary duplication. Evidence of prior training submitted for RPL consideration must be authenticated by the Centre; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.

Entry requirements

Trainee assessors must be at least 19 years old on the first day of the training.

Trainee assessors must have access to learners completing vocational qualifications in order to generate the evidence required to complete this qualification.

There are no other formal entry requirements but to benefit from the learning we advise that Trainee assessors have a minimum of Level 2 in literacy and numeracy or equivalent.

Progression

The QA Level 3 Certificate in Assessing Vocational Achievement (RQF) may support progression with training into the area of internal quality assurance, example qualifications:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)

Requalification requirements

It is not a requirement for Trainee assessors to renew this qualification however we recommend they keep up to date with current practice in assessment through regular participation in continuing professional development (CPD).

Qualification approval requirements

Qualsafe Awards require the Centre to:

- Have appropriate policies, systems and procedures in place
- Appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications, and
- Have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

QA requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainer

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by QA and provide evidence of:

- A teaching or training qualification, see *Teaching qualifications* table
- Relevant teaching experience in an educational setting, and
- Keeping up to date with the subject area and provide evidence of CPD

Teaching qualifications	
B.Ed – Bachelor of Education	CTLLS – Certificate in Teaching in the Lifelong Learning Sector
Cert Ed – Certificate Education	DTLLS – Diploma in Teaching in the Lifelong Learning Sector
Further and Adult Education Teacher's Certificate	Level 3 Award in Education and Training (QCF)
M.Ed – Master of Education	Level 4 Certificate in Education and Training (QCF)
PGCE – Postgraduate Certificate in Education	S/NVQ Level 4 in Learning and Development

If relevant qualifications or experience do not appear on this list, please provide us with details as alternatives may be acceptable.

Assessor

All Assessors should have the skills, knowledge and experience to be able to assess this subject. Each Assessor must be approved by QA and provide evidence of:

- A recognised assessing qualification, see *Assessing qualifications* table
- Relevant assessment experience in an educational setting, and
- Keeping up to date with the subject area and provide evidence of CPD

Assessing qualifications	
D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence	A1 Assess candidate performance using a range of methods
Level 3 Certificate in Assessing Vocational Achievement	Level 3 Award in Assessing Competence in the Work Environment

If relevant qualifications or experience do not appear on this list, please provide us with details as alternatives may be acceptable.

Internal Quality Assurers

All Internal Quality Assurers (IQAs) should have the skills, knowledge and experience to be able to internally quality assure this subject. Each IQA must be approved by QA and provide evidence of:

- A recognised assessing qualification, see *Assessing qualifications* table above
- A recognised internal quality assurance qualification see Internal quality assurance qualifications table
- Relevant assessment experience in an educational setting, and
- Keeping up to date with the subject area and CPD

Internal quality assurance qualifications	
D34 Internally verify the assessment process	V1 Conduct internal quality assurance of the assessment process
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment 7 Processes and Practice	Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

If relevant qualifications or experience do not appear on this list, please provide us with details as alternatives may be acceptable.

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Area	Requirements:
Training venue	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Trainee assessors with clear and accurate reference books/handouts covering the topics included in the qualification.

Course/Centre administration

Registering Trainee assessors

Register Trainee assessors with QA in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Trainee assessor has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Trainee assessor receives 1 certificate on achieving this qualification.

The certificate date is the date the Trainee assessor achieves the final unit.

Delivery and support

Trainee assessor to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Trainee assessors to 1 Trainer.

Note: You should never allow more Trainee assessors on the course than you can cater for during the assessment.

Delivery plan

Centres should consider the mode of delivery (full time, part time, evening, blended learning, etc.), which must accommodate Trainee assessors being involved in live assessment activities. It is possible to integrate this qualification with other programmes of study, such as First Aid at Work.

Centres are encouraged to use electronic media in the delivery and assessment of this qualification. Media can include the use of digital and video recordings, electronic communication methods such as email and multimedia presentations, use of blogs and webcams to support Trainee assessors and the use of mobile devices such as laptops, smartphones and palm devices.

Centres must submit their own delivery plan and have it approved by us **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered, and
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Trainee assessor with access to suitable learning materials to support their progress through the qualification.

Ongoing support

QA Centres should provide appropriate levels of support to Trainee assessors throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Trainee assessors feedback on their progress and how they might be able to improve

Assessment

Methods

QA has devised assessment tools to make sure Trainee assessors gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. For this qualification the following assessment methods are:

- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Trainee assessor’s knowledge, skills and understanding related to the assessment criteria, includes at least 2 assessment observations while Trainee assessor’s assess 2 different learners for Unit 2 & 3, total 4 observations. However if a Trainee assessor’s learner is working towards an occupational competence based qualification, which includes vocational knowledge and skills elements, they could assess Units 2 and 3 holistically providing they meet the assessment requirements for both units. This would result in 2 observations
- There are 3 Trainee Assessor Workbooks, 1 for each unit:
 - Unit 1: theory tasks supporting the underpinning knowledge contained within the unit
 - Unit 2: theory tasks supporting the underpinning knowledge contained within the unit along with practical activities relating to assessment
 - Unit 3: theory tasks supporting the underpinning knowledge contained within the unit along with practical activities relating to assessment

However, even when a Trainee assessor achieves this minimum, Assessors are still expected to make a professional judgement as to whether that Trainee assessor has achieved all the assessment criteria. Assessors should use all assessment evidence available, including formative and practical assessments, to reach this judgement

Note: Centres should download the 3 Trainee Assessor Workbooks (1 per unit) per Trainee assessor, per course, from the Customer Portal in advance of the course. The **uniquely** numbered Trainee Assessor Workbooks give each Trainee assessor a unique identifier for our computer systems.

Centres should provide each Trainee assessor with the QA supplied assessment materials. Centres may use alternative assessment materials but these **must be approved** by QA prior to use, which should be submitted 20 working days before the course. Alternative assessments, and assessment guidance, must be comparable and supported by comprehensive mapping to show how they fully meet the learning outcomes and assessment criteria for the qualification in accordance with Ofqual level descriptors (at level 3).

Access to assessment

Qualsafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Trainee assessors have access to assessment and are given equal opportunities to demonstrate their competence.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments have been completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Reasonable Adjustment Form/Special Consideration Request Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Upload completed Reasonable Adjustment/Special Consideration Request Forms to the Customer Portal when requesting certification.

Trainee assessors should be informed about Centre's and QA's appeal procedures and how they can access these.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Trainers and Assessors is to ensure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres are required to inform QA (via email to: qualityassurance@qualsafeawards.org) of the first course date, prior to delivery, to enable implementation of the External Quality Assurer (EQA) strategy for this qualification. A Centre's approval status for this qualification is dependent upon 3 successful QA audits. A minimum of 1 EQA visit must be carried out within 12 months of the first course date.

Centres must retain all Trainee assessor documents and records for a period of 3 years and make sure these are available for review by QA or our representatives, e.g. EQAs, on request.

Qualsafe Awards external quality assurance

QA operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Further details of the QA external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA): www.sqa.org.uk
- The Department for Business, Innovation and Skills (BIS): www.bis.gov.uk
- Education and Training Foundation: www.et-foundation.co.uk
- Excellence Gateway: www.excellencegateway.org.uk
- FE Advice: Becoming a Further Education teacher: www.feadvice.org.uk
- FE News – Further Education College and Training Provider Magazine: www.fenews.co.uk
- The National Institute of Adult Continuing Education (NIACE): www.niace.org.uk
- TES online network of teachers and resources: www.tes.co.uk

Appendix 1 – Qualification units

Qualification unit 1

The QA Level 3 Certificate in Assessing Vocational Achievement (RQF) has 3 units that Trainee assessors are required to complete in order to achieve the qualification.

Title:	Understanding the principles and practices of assessment
GLH:	24
Level:	3
Credit value:	3
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the Assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
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
3. Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
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 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • Sufficient • Authentic • Current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • Made against specified criteria • Valid • Reliable • Fair
6. Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
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 7.2 Explain how feedback and questioning contribute to the assessment process



8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>
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Assessment requirements

The assessment of this unit is completed through knowledge based assessment. If performance evidence is to be used, this should be support with further questioning, if required to make sure learners fully meet the required standard.

Qualification unit 2

Title:	Assess occupational competence in the work environment
GLH:	30
Level:	3
Credit value:	6
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Be able to plan the assessment of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment • Examining products of work • Questioning the learner • Discussing with the learner • Use of others (witness testimony) • Looking at learner statements • Recognising prior learning <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
2. Be able to make assessment decisions about occupational competence	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> • Observation of performance • Examining products of work • Questioning the learner • Discussing with the learner • Use of others (witness testimony) • Looking at learner statements • Recognising prior learning <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>



<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

Assessment requirements

Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

The Trainee assessor must assess a minimum of 2 assessments of 2 learners' occupational competence (4 assessments in total).



Qualification unit 3

Title:	Assess vocational skills, knowledge and understanding
GLH:	30
Level:	3
Credit value:	6
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Be able to prepare assessments of vocational skills, knowledge and understanding	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> • Assessments of the learner in simulated environments • Skills tests • Oral and written questions • Assignments • Projects • Case studies • Recognising prior learning <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p>
2. Be able to carry out assessments of vocational skills, knowledge and understanding	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 Provide support to learners within agreed limitations</p> <p>2.3 Analyse evidence of learner achievement</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 Follow standardisation procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	<p>4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>

Assessment requirements

Evidence for all learning outcomes must come from performance outside the work environment.

There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least 3 of the following assessment methods:

- Assessments of the Learner in simulated environments



- Skill tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

There must be evidence of the Trainee assessor carrying out at least 2 assessments of 2 learners' skills, knowledge and understanding (4 assessments in total).



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