

# Qualifications Network

*A candidate's guide to our*  
**Assessing Qualifications**

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## Introduction

This qualification specification outlines key information required by candidates to ensure they have are able to make an informed decision in regards to the qualifications they are undertaking.

## Qualification purpose

This suite of Assessing qualifications are aimed at those undertaking, or looking to undertake the role of an assessor, either assessing work-based learning or vocationally related qualifications or both.

## Qualification objective

These qualifications have the purpose of demonstrating competence in an occupational role

## Qualification structure

This suite is made up of four qualifications.

### Qualification title

QNUK Level 3 Award in Understanding the Principles and Practices of Assessment

### Qualification accreditation number

601/6005/6

### Qualification level

3

### Credit value

3

### Guided learning hours (GLH)

24

### Total Qualification Time (TQT)

30

### Unit one title

Understanding the principles and practices of assessment

### Unit one reference number

D/601/5313

### Qualification title

QNUK Level 3 Award in Assessing Competence in the Work Environment

### Qualification accreditation number

601/6004/4

### Qualification level

3

### Credit value

9

### Guided learning hours (GLH)

54

**Total Qualification Time (TQT)**

90

**Unit one title**

Understanding the principles and practices of assessment

**Unit one reference number**

D/601/5313

**Unit two title**

Assess occupational competence in the work environment

**Unit two reference number**

H/601/5314

**Qualification title**

QNUK Level 3 Award in Assessing Vocationally Related Achievement

**Qualification accreditation number**

601/6006/8

**Qualification level**

3

**Credit value**

9

**Guided learning hours (GLH)**

54

**Total Qualification Time (TQT)**

90

**Unit one title**

Understanding the principles and practices of assessment

**Unit one reference number**

D/601/5313

**Unit two title**

Assess vocational skills, knowledge and understanding

**Unit two reference number**

F/601/5319

**Qualification title**

QNUK Level 3 Certificate in Assessing Vocational Achievement

**Qualification accreditation number**

601/6007/x

### Qualification level

3

### Credit value

15

### Guided learning hours (GLH)

84

### Total Qualification Time (TQT)

150

### Unit one title

Understanding the principles and practices of assessment

### Unit one reference number

D/601/5313

### Unit two title

Assess occupational competence in the work environment

### Unit two reference number

H/601/5314

### Unit three title

Assess vocational skills, knowledge and understanding

### Unit three reference number

F/601/5319

## Pre-requisites

This qualification is appropriate for learners that are 19+

There are no other nationally agreed entry requirements.

## Geographical coverage

This qualification is available to candidates across the UK. The Qualification can be delivered in other countries; however, candidates should be aware that the protocols meet current UK guidelines.

## Acceptable forms of I.D.

The list below outlines acceptable forms of identification for candidates undertaking a regulated qualification with Qualifications Network.

Ideally candidates should provide at least 1 form of photo I.D. If photo I.D is not available, 2 forms of non-photographic I.D can be produced.

Acceptable forms of photographic I.D (1 required) are:

- Signed UK Photo card driving licence
- Signed passport (any nationality)
- Valid EU Photo identity card
- SIA security licence (with photo)
- Current and valid warrant card issued by HM forces or Police
- Current and valid Prison service card (with photo)
- Proof of age card
- Employee photo identification card
- Student photo identification card for a recognised educational establishment
- Firearms license (with photo)

Acceptable forms of non-photographic I.D (2 required) are:

- Current driving license – paper version
- Birth certificate
- Marriage/civil partnership certificate
- Mortgage statement (issued within past 12 months)
- Bank or building society statement (issued within last 3 months)
- Bank or building society account opening confirmation letter (issued within last 3 months)
- Credit card statement (issued within last 3 months)
- Pension or endowment financial statement (issued within last 12 months)
- P45 or P60 statement (issued within last 12 months)
- Council tax statement (issued within last 12 months)
- Valid work permit or visa issue by UK government
- Utility bill – excluding mobile phone bill (issued within last 3 months)
- Benefit statement e.g. child benefit, pension (issued within last 3 months)

## Units of assessment

### Unit one title

Understanding the principles and practices of assessment

*Learning outcomes:*

*The learner will:*

*Assessment criterion:*

*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"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>
		5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
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	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
		8.2	Explain the contribution that technology can make to the assessment process
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
		8.4	Explain the value of reflective practice and continuing professional development in the assessment process

### Unit two title

Assess occupational competence in the work environment

*Learning outcomes:*

*The learner will:*

*Assessment criterion:*

*The learner can:*

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)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
		1.3	Plan the assessment of occupational competence to address learner needs and current achievements
		1.4	Identify opportunities for holistic assessment
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</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
		2.2	Make assessment decisions of occupational competence against specified criteria
		2.3	Follow standardisation procedures



		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
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
		3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
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
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
		4.3	Evaluate own work in carrying out assessments of occupational competence
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

### Unit three title

Assess vocational skills, knowledge and understanding

*Learning outcomes:*

*The learner will:*

*Assessment criterion:*

*The learner can:*

1	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul>
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
		2.2	Provide support to learners within agreed limitations
		2.3	Analyse evidence of learner achievement
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
		2.5	Follow standardisation procedures
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues as required
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	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
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

## Assessment methods

Candidates are required to complete a portfolio of evidence.

## Reasonable adjustments

All candidates are required to complete the assessment criteria in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage candidates, who would otherwise be able to demonstrate competence in the assessment criteria and in line with the purpose of the qualification.

If you feel the assessment methods above would disadvantage you please contact your centre to discuss reasonable adjustment.