



**TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)**

**TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF)**

**TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF)**

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

Qualification Specification

Qualification numbers:

601/3913/4

601/2336/9

601/2337/0

601/2389/8





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo,

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualifications

TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF),

TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF) and

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF) are regulated by Ofqual.

Their original development was supported by LSIS.

## Qualification Purpose

These qualifications provide learners with the opportunity to develop skills, knowledge and understanding to enable them to perform the role of an assessor.

### **1. TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)**

This qualification develops knowledge of the principles and practices of assessment without any requirement to practice as an assessor.

### **2. TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF)**

This qualification is intended for assessors who assess occupational competence in an individual's work environment.

It includes the following assessment methods (although not all of these require performance evidence):

- 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; and
- recognising prior learning.

### **3. TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF)**

This qualification is intended for those who assess vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

It includes the following assessment methods (although not all of these require performance evidence):

- assessments of the learner in simulated environments;
- skills tests;
- oral and written questions;
- assignments;
- projects;
- case studies; and
- recognising prior learning.

### **4. TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF)**

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in a workshop, classroom or other training environment other than assessing competence in a work environment. There must be evidence to cover all of the assessment methods listed in the units.

#### **Entry Requirements**

There are no specific entry requirements however learners should have a minimum of level two in literacy or numeracy or equivalent.

The qualifications are suitable for learners of 18 years of age and above.

#### **Progression**

Successful learners can progress through the suite of qualifications included in this specification and further to other qualifications such as the TQUK Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF).

## Structure

### 1. TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

Learners must achieve 3 credits from one mandatory unit

Unit	Unit no.	Level	Guided Learning Hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3

### 2. TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF)

Learners must achieve 9 credits from two mandatory units

Units	Unit no.	Level	Guided Learning Hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3
Assess occupational competence in the work environment	H/601/5314	3	30	6

### 3. TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF)

Learners must achieve 9 credits from two mandatory units

Units	Unit no.	Level	Guided Learning Hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3

Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6
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#### 4. TQUK Level 3 Certificate in Assessing Vocational Achievement (QCF)

Learners must achieve 15 credits from three mandatory units

Units	Unit no.	Level	Guided Learning Hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3
Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6
Assess occupational competence in the work environment	H/601/5314	3	30	6

#### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for these qualifications are:

TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF) – 30hrs

TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF) – 90 hrs

TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF) – 90 hrs

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF) – 150 hrs

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

Guided Learning Hours for these qualifications are:

TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF) – 24 hrs

TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF) – 54 hrs

TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF) – 54 hrs

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF) – 84 hrs

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for more than one unit. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems. Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.



## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offer recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- 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
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Units of assessment

### Unit 1

<b>Title:</b>		Understanding the principles and practices of assessment D/601/5313	
<b>Level:</b>		3	
<b>Credit value:</b>		3	
<b>Guided learning hours:</b>		24	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		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	4.1	Explain the importance of involving the learner and others in the assessment process

	assessment	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
<p><b>Assessment requirements:</b> The aim of this unit is to assess the trainee assessor's knowledge and understanding of the principles and practices that underpin assessment.</p>			

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 2

<b>Title:</b>		Assess occupational competence in the work environment H/601/5314	
<b>Level:</b>		3	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		30	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		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

Assessment requirements: The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all the assessment methods listed in the unit.

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's performance evidence must be assessed by observation, examining work products, questioning or professional discussions.



There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.

Unit 3

<b>Title:</b>		Assess vocational skills, knowledge and understanding F/601/5319	
<b>Level:</b>		3	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		30	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		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 requirements: The aim of this unit is to assess the trainee assessor's performance in assessing vocational knowledge and understanding in a workshop, classroom or other training environment

Evidence for all learning outcomes must come from performance in 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 three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Simulations are not allowed.

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

The trainee assessor's performance evidence must be assessed by observation, examining products of work, questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one

learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total)