

Qualification specification

**NCFE Level 3 Award in Understanding the
Principles and Practices of Assessment**

QN: 501/0888/8

**NCFE Level 3 Award in Assessing Competence
in the Work Environment**

QN: 501/0882/7

**NCFE Level 3 Award in Assessing Vocationally
Related Achievement**

QN: 501/0886/4

**NCFE Level 3 Certificate in Assessing
Vocational Achievement**

QN: 501/0885/2

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Summary of changes

This section summarises the changes to this qualification specification since the last version (v2.0 November 2017).

Version	Publication Date	Summary of amendments
v2.1	December 2019	Updated website links to QualHub. Removed Data Protection section. Added Learning Resources section

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Qualifications for Assessors.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our NCFE website

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification titles of:

- NCFE Level 3 Award in Understanding the Principles and Practices of Assessment
 - NCFE Level 3 Award in Assessing Competence in the Work Environment
 - NCFE Level 3 Award in Assessing Vocationally Related Achievement
 - NCFE Level 3 Certificate in Assessing Vocational Achievement
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Things you need to know

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

Qualification number (QN)	501/0888/8
Aim reference	50108888
Total Qualification Time (TQT)	30
Guided Learning Hours (GLH)	24
Credit value	3
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

NCFE Level 3 Award in Assessing Competence in the Work Environment

Qualification number (QN)	501/0882/7
Aim reference	50108827
Total Qualification Time (TQT)	90
Guided Learning Hours (GLH)	54
Credit value	9
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

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NCFE Level 3 Award in Assessing Vocationally Related Achievement

Qualification number (QN)	501/0886/4
Aim reference	50108864
Total Qualification Time (TQT)	90
Guided Learning Hours (GLH)	54
Credit value	9
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

NCFE Level 3 Certificate in Assessing Vocational Achievement

Qualification number (QN)	501/0885/2
Aim reference	50108852
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	84
Credit value	15
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

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Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are:

- NCFE Level 3 Award in Understanding the Principles and Practices of Assessment – 501/0888/8
- NCFE Level 3 Award in Assessing Competence in the Work Environment – 501/0882/7
- NCFE Level 3 Award in Assessing Vocationally Related Achievement – 501/0886/4
- NCFE Level 3 Certificate in Assessing Vocational Achievement – 501/0885/2

These qualifications are designed for those who currently work, or wish to work in the field of assessment. They are designed to support the assessment of all Apprenticeships and vocational qualifications.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Qualification purpose

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment (501/0888/8)

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as Assessors.

NCFE Level 3 Award in Assessing Competence in the Work Environment (501/0882/7)

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
- recognising prior learning.

NCFE Level 3 Award in Assessing Vocationally Related Achievement (501/0886/4)

This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or other training environment). It includes the following assessment methods (although not all of these require performance evidence):

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

NCFE Level 3 Certificate in Assessing Vocational Achievement (501/0885/2)

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment).

Qualification objectives

The objectives of these qualifications are to:

- provide the essential knowledge and understanding that assessment staff need, and offer additional units that describe competent practice. This approach gives flexibility and a greater potential to meet the needs of aspiring Assessors.

Achieving these qualifications

To be awarded the **Level 3 Award in Understanding the Principles and Practices of Assessment**, learners are required to successfully complete the following mandatory unit:

Unit No	Unit title
Unit 01	Understanding the principles and practices of assessment

To be awarded the **Level 3 Award in Assessing Competence in the Work Environment**, learners are required to successfully complete the following 2 mandatory units:

Unit No	Unit title
Unit 01	Understanding the principles and practices of assessment
Unit 02	Assess occupational competence in the work environment

To be awarded the **Level 3 Award in Assessing Vocationally Related Achievement**, learners are required to successfully complete the following 2 mandatory units.

Unit No	Unit title
Unit 01	Understanding the principles and practices of assessment
Unit 03	Assess vocational skills, knowledge and understanding

To be awarded the **Level 3 Certificate in Assessing Vocational Achievement**, learners are required to successfully complete all 3 mandatory units.

Unit No	Unit title
Unit 01	Understanding the principles and practices of assessment
Unit 02	Assess occupational competence in the work environment
Unit 03	Assess vocational skills, knowledge and understanding

Learners can progress from an Award to another Award or Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for each qualification.

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The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 3 Qualifications for Assessors, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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Entry guidance

These qualifications are designed for learners aged 19 and above.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Entry is at the discretion of the centre. Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve one of these qualifications could progress to:

- NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (501/0887/6)
 - NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (501/0889/X)
 - NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (501/0890/6)
 - NCFE Level 4 Certificate in Education and Training (601/1621/3)
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Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Requirements for assessors

All those who assess these qualifications must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other Teaching, Learning or Assessment qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for internal quality assurance

All those who are involved with the quality assurance of these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
 - hold one of the following assessor qualifications or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment; or
 - Level 3 Certificate in Assessing Vocational Achievement; or
 - A1 Assess candidate performance using a range of methods; or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
 - hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
 - V1 Conduct internal quality assurance of the assessment process; or
 - D34 Internally verify the assessment process; and
 - show current evidence of continuing professional development in assessment and quality assurance.
-

Resource requirements

The following document is essential reading for any centre involved in the delivery, assessment and administration of these qualifications:

- Qualification Guidance: Assessment and Quality Assurance Qualifications – Assessing and Assuring the Quality of Assessment (Education and Training Foundation, 2016).

This document can be downloaded from the qualification page on the NCFE website

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available on the NCFE website that centres might find useful.

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Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support assistant call 0191 239 8000 or email customersupport@ncfe.org.uk

Qualification Support Packs

NCFE offers a free Qualification Support Pack (QSP) for some of these qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for these qualifications can be downloaded from the NCFE website

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

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Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for these qualifications.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about these qualifications please contact our Customer Support team on 0191 239 8000.

Unit 01 Understanding the principles and practices of assessment (D/601/5313)

Unit summary	The aim of this unit is to assess the trainee Assessor's knowledge and understanding of the principles and practices that underpin assessment.
Credit value	3
Guided learning hours	24
Level	3
Mandatory/optional	This unit is mandatory for all 4 qualifications

Learning outcome 1

The learner will:

- 1 understand the principles and requirements of assessment

The learner can:

- 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
-

Learning outcome 2

The learner will:

- 2 understand different types of assessment method

The learner can:

- 2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
-

Learning outcome 3

The learner will:

- 3 understand how to plan assessment

The learner can:

- 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
-

Unit 01 Understanding the principles and practices of assessment (D/601/5313) (cont'd)

Learning outcome 4

The learner will:

- 4 understand how to involve learners and others in assessment

The learner can:

- 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
-

Learning outcome 5

The learner will:

- 5 understand how to make assessment decisions

The learner can:

- 5.1 explain how to judge whether evidence is:
 - sufficient
 - authentic
 - current
 - 5.2 explain how to ensure that assessment decisions are:
 - made against specified criteria
 - valid
 - reliable
 - fair
-

Learning outcome 6

The learner will:

- 6 understand quality assurance of the assessment process

The learner can:

- 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
-

Unit 01 Understanding the principles and practices of assessment (D/601/5313) (cont'd)

Learning outcome 7

The learner will:

- 7 understand how to manage information relating to assessment

The learner can:

- 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

Learning outcome 8

The learner will:

- 8 understand the legal and good practice requirements in relation to assessment

The learner can:

- 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

Delivery and assessment
All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
Types of evidence
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.
In gathering evidence for these qualifications, an unqualified trainee Assessor is not allowed to assess another unqualified Assessor.

Unit 02 Assess occupational competence in the work environment (H/601/5314)

Unit summary	The aim of this unit is to assess the trainee Assessor's performance in assessing occupational competence in an individual's work environment.
Credit value	6
Guided learning hours	30
Level	3
Mandatory/optional	This unit is mandatory for Level 3 Award in Assessing Competence in the Work Environment and Level 3 Certificate in Assessing Vocational Achievement.

Learning outcome 1

The learner will:

- 1 be able to plan the assessment of occupational competence

The learner can:

- 1.1 plan assessment of occupational competence based on the following methods:
 - 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
 - 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
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Unit 02 Assess occupational competence in the work environment (H/601/5314) (cont'd)

Learning outcome 2

The learner will:

- 2 be able to make assessment decisions about occupational competence

The learner can:

- 2.1 use valid, fair and reliable assessment methods including:
 - 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
 - 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
-

Learning outcome 3

The learner will:

- 3 be able to provide required information following the assessment of occupational competence

The learner can:

- 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
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Unit 02 Assess occupational competence in the work environment (H/601/5314) (cont'd)

Learning outcome 4

The learner will:

- 4 be able to maintain legal and good practice requirements when assessing occupational competence

The learner can:

- 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
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Unit 02 Assess occupational competence in the work environment (H/601/5314) (cont'd)

Delivery and assessment

The trainee Assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions. Remote observation is not acceptable for assessment of Assessors; in other words, the Assessor and the trainee Assessor must be in the same location at the same time when observations are being carried out.

Types of evidence

There must be evidence to cover all of the assessment methods listed in the unit. 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.

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 2 assessments of 2 learners' occupational competence (4 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 03 Assess vocational skills, knowledge and understanding (F/601/5319)

Unit summary	The aim of this unit is to assess the trainee Assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace (eg workshops, classrooms or other training environments).
Credit value	6
Guided learning hours	30
Level	3
Mandatory/optional	This unit is mandatory for Level 3 Award in Assessing Vocationally Related Achievement and Level 3 Certificate in Assessing Vocational Achievement.

Learning outcome 1

The learner will:

- 1 be able to prepare assessments of vocational skills, knowledge and understanding

The learner can:

- 1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:
 - assessments of the learner in simulated environments
 - skills tests
 - oral and written questions
 - assignments
 - projects
 - case studies
 - recognising prior learning
 - 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
-

Unit 03 Assess vocational skills, knowledge and understanding (F/601/5319) (cont'd)

Learning outcome 2

The learner will:

- 2 be able to carry out assessments of vocational skills, knowledge and understanding

The learner can:

- 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
-

Learning outcome 3

The learner will:

- 3 be able to provide required information following the assessment of vocational skills, knowledge and understanding

The learner can:

- 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
-

Unit 03 Assess vocational skills, knowledge and understanding (F/601/5319) (cont'd)

Learning outcome 4

The learner will:

- 4 be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

The learner can:

- 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

Delivery and assessment

The trainee Assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions. Remote observation is not acceptable for assessment of Assessors; in other words, the Assessor and the trainee Assessor must be in the same location at the same time when observations are being carried out.

Types of evidence

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
- 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.

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 2 assessments of 2 learners' skills, knowledge and understanding (4 assessments in total).

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 3 Qualifications for Assessors are internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

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NCFE Level 3 Certificate in Assessing Vocational Achievement (501/0885/2)	

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 5

General information

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General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website

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