



## Qualification Specification: Level 3 Assessor Awards & Certificate

GA Level 3 Award in Understanding the Principles and Practices of Assessment	610/0812/6
GA Level 3 Award in Assessing Competence in the Work Environment	610/0813/8
GA Level 3 Award in Assessing Vocationally Related Achievement	610/0814/X
GA Level 3 Certificate in Assessing Vocational Achievement	610/0815/1

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.



## Section 1 - Qualifications Overview

### 1.1 Introduction: About the Gatehouse Awards Level 3 Assessor Awards and Certificate Qualifications

The Gatehouse Awards (GA) Level 3 Assessor Awards and Certificate 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.

There may be a requirement for assessors of competence to hold a particular qualification, although the actual requirements will vary within a sector. Reference should be made to the assessment requirements from the sector in which the assessor is working. These will be detailed within the relevant qualification specifications, or through referring to the sector skill council if relevant.

This document provides centre staff, candidates and employers with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for these qualifications.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of these qualifications are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
<b>GA Level 3 Award in Understanding the Principles and Practices of Assessment</b>	610/0812/6	25/04/2022	April 2027
<b>GA Level 3 Award in Assessing Competence in the Work Environment</b>	610/0813/8	25/04/2022	April 2027
<b>GA Level 3 Award in Assessing Vocationally Related Achievement</b>	610/0814/X	25/04/2022	April 2027
<b>GA Level 3 Certificate in Assessing Vocational Achievement</b>	610/0815/1	25/04/2022	April 2027

### 1.3 Qualification Aims and Objectives

These qualifications 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.

These qualifications can be relied upon by employers to indicate that an individual can undertake a specific role in the workplace.

The aims of the qualifications are to enable learners to:

- develop knowledge and understanding of the principles and practice that underpin assessment
- develop skills in assessing occupational competence in an individual’s work environment
- develop skills in assessing vocational knowledge, understanding and skills in environments other than the work environment (for example a workshop, classroom or other training environment)
- achieve a professional qualification for the knowledge, understanding and skills developed

### 1.4 Qualification Structure and Overview: GLH\*, TQT\*\* and Credit Values

The GA Assessor Awards and Certificate qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of each qualification is as follows:

GA Level 3 Award in Understanding the Principles and Practices of Assessment				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
Understanding the Principles and Practices of Assessment	D/618/4697	3	24	6
		Total Credits 3	Total GLH* 24	TQT* 30

<b>GA Level 3 Award in Assessing Competence in the Work Environment</b>				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
Understanding the Principles and Practices of Assessment	D/618/4697	3	24	6
Assess Occupational Competence in the Work Environment	F/650/2394	6	30	30
		<b>Total Credits</b> 9	<b>Total GLH*</b> 54	<b>TQT*</b> 90

<b>GA Level 3 Award in Assessing Vocationally Related Achievement</b>				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
Understanding the Principles and Practices of Assessment	D/618/4697	3	24	6
Assess Vocational Skills, Knowledge and Understanding	H/650/2395	6	30	30
		<b>Total Credits</b> 9	<b>Total GLH*</b> 54	<b>TQT*</b> 90

<b>GA Level 3 Certificate in Assessing Vocational Achievement</b>				
Mandatory Units	Unit Reference	Credits	GLH*	Study Time*
Understanding the Principles and Practices of Assessment	D/618/4697	3	24	6
Assess Occupational Competence in the Work Environment	F/650/2394	6	30	30
Assess Vocational Skills, Knowledge and Understanding	H/650/2395	6	30	30
		<b>Total Credits</b> 15	<b>Total GLH*</b> 84	<b>TQT*</b> 150

### **\*Guided Learning Hours (GLH): Definition**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## **\*\*Total Qualification Time (TQT): Definition**

The number of Guided Learning Hours assigned, plus an estimate of the number of study 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, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the ‘**Study Time**’ above. This, including the GLH, provides the Total Qualification Time, or TQT, and 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 these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## **Level**

The qualifications within this specification is designated at Level 3 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 3 reflects the ability to identify and use factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine, interpret and evaluate relevant information and ideas, and reflects an awareness of the nature of the area of study or work and different perspectives or approaches within the area of study or work.

## **1.5 Intended Audience, Age and Entry Requirements**

The GA Level 3 Award in Understanding the Principles and Practices of Assessment is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as Assessors.

The GA Level 3 Award in Assessing Competence in the Work Environment 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.

The GA Level 3 Award in Assessing Vocationally Related Achievement 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.

The GA Level 3 Certificate in Assessing Vocational Achievement 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).

These qualifications are available to candidates aged 19 and over.

There are no formal entry requirements for these qualifications; however, it is recommended that those undertaking a qualification have a proficient level of English and maths.

It is also recommended that prior to commencing a programme of study leading to any of these qualifications, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

## **1.6 Rules of Combination**

Component units of each qualification are listed in 1.4 above.

There are no further Rules of Combination.

## **1.7 Recognition of Prior Learning, Transfer of Credits and Exemptions**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

Where a learner has already achieved a unit with credit, GA 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.

Learners who have achieved the A1/D32 or D33 Assessment qualification or the V1/D34 Internal Quality Assurance qualification, may use their achievement towards these Awards and Certificate. Centres must contact GA to apply for an exemption for any individual learner.

## **1.8 Relationship to Other Qualifications & Progression Opportunities**

Learners who achieve one of these qualifications could progress onto further teaching and lecturing qualifications at Level 3 or above, for example the Award, Certificate and Diploma in Education and Training, or onto further qualifications related to assessment and quality assurance, for example in the Awards and Certificate in Internal Quality Assurance of Assessment Processes and Practice.

## **1.9 Language of Assessment**

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## **1.10 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

## **1.11 Qualification Availability**

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)



## Section 2: Qualification Delivery, Assessment & Quality Assurance Model

### 2.1 Teaching and Learning Requirements

Courses leading to these qualifications can consist of e-learning, distance learning or classroom-based or workplace-based training (or a combination of these), offered through GA approved centres.

Learners must have suitable access to teaching staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential.

Further details and guidance on the content of teaching and learning can be accessed via the Ark (GA's online Learner Management System, available to all GA Approved Centres).

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external summative assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Portfolio Requirements

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference

numbers, it will enable the candidate, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements (see Section 2.4 below).

## 2.4 Assessment of Learners: CRAVES

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

## 2.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of candidates, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

## 2.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval.

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

## 2.7 Registering Candidates and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 1 year. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.8 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.9 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, a centre must ensure that they have the following resources in place.

### 3.1 General Staff Requirements

Centres delivering any GA qualification 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.

Centres must ensure that they hold up-to-date and detailed information about their staff and must make records available to GA upon request. The information GA expects the centre to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centres must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

The knowledge and experience of all staff involved in delivery, assessment and quality assurance will be considered during the approval and re-approval process and at EQA visits.

### 3.2 Requirements for Assessors

Assessors of 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
- show current evidence of continuing professional development in assessment and quality assurance.

### **3.3 Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Staff involved in the internal moderation and quality assurance of these qualifications 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
- show current evidence of continuing professional development in assessment and quality assurance.

### **3.4 External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

### **3.5 Venue Requirements**

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply. The centre must maintain and implement appropriate and up-to-date health and safety policies and procedures.

### **3.6 Equipment**

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications are fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

### **3.7 Teaching and Learning Resources**

Whether delivering a programme of learning as a classroom-based or e-learning course, centres must ensure that their teaching and learning resources are high quality and are relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

### **3.8 Results and Certification**

Following a successful external moderation (EQA) visit, claims for certification are made via the Ark, the GA Learner Management System. Certificates are usually issued within 10 working days.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.9 Direct Claims Status (DCS)**

Direct Claim Status is not available for these qualifications.

### 3.10 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### 3.11 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful:  
[www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and learners are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

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## Section 4 – Qualification Unit Specifications

### 4.1 Understanding the Principles and Practices of Assessment

Unit Title	GLH	Credits	Unit Reference
Understanding the principles and practices of assessment	24	3	D/618/4697
<p>The aim of this unit is to assess the trainee Assessor's knowledge and understanding of the principles and practices that underpin assessment.</p>			
<b>Delivery and Assessment Guidance</b>			
<p>This unit is mandatory for all the GA Assessor Award and Certificate qualifications.</p> <p>All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>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.</p> <p>In gathering evidence for these qualifications, an unqualified trainee Assessor is not allowed to assess another unqualified Assessor.</p>			

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the principles and requirements of assessment	1.1 Explain the functions 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 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 why it is important to involve 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; and</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; and</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	7.1 Explain the importance of following procedures for the management of information relating to assessment

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

## 4.2 Assess Occupational Competence in the Work Environment

Unit Title	GLH	Credits	Unit Reference
Assess occupational competence in the work environment	30	6	F/650/2394
<p>The aim of this unit is to assess the trainee Assessor's performance in assessing occupational competence in an individual's work environment.</p>			
<p style="text-align: center;"><b>Delivery and Assessment Guidance</b></p>			
<p>This unit is mandatory for the GA Level 3 Award in Assessing Competence in the Work Environment and the GA Level 3 Certificate in Assessing Vocational Achievement.</p> <p>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 for observation purposes.</p> <p>There must be evidence to cover all the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:</p> <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> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <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> <p>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.</p> <p>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.</p>			

In gathering evidence for these qualifications, an unqualified trainee Assessor is not allowed to assess competence in another unqualified Assessor.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. 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"> <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> <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. Make assessment decisions about occupational competence	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <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> <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>
3. Provide required information following	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress

the assessment of occupational competence	3.2 Make assessment information available to authorised colleagues
	3.3 Follow procedures to maintain the confidentiality of assessment information
4. 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.

### 4.3 Assess Vocational Skills, Knowledge and Understanding

Unit Title	GLH	Credits	Unit Reference
Assess vocational skills, knowledge and understanding	30	6	H/650/2395
<p>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 (e.g., workshops, classrooms or other training environments).</p>			
<p style="text-align: center;"><b>Delivery and Assessment Guidance</b></p>			
<p>This unit is mandatory for Level 3 Award in Assessing Vocationally Related Achievement and Level 3 Certificate in Assessing Vocational Achievement.</p>			
<p>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 for observation purposes.</p>			
<p>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:</p>			
<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>			
<p>Simulations are not allowed.</p>			
<p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>			
<p>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.</p>			
<p>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).</p>			

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. 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. 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. 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 outcome 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. 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

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### **3.8 Producing a Sampling Plan**

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### **3.9 Completing a Sample Record**

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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