



Training QualificationsUK

Qualification Specification

TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF) (601/3913/4)

TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF) (601/2336/9)

TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF) (601/2337/0)

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF) (601/2389/8)

Version 10-1

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 10.1	Minor amendments to unit F/601/5319 A/C 1.1 to enhance clarity.

Introduction

Welcome to TQUK

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

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

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

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

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

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

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

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

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

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

Their original development was supported by LSIS.

Qualification Purpose

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

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

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

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

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

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

- observation of performance in the work environment;
- examining products of work;
- questioning the learner;
- discussing with the learner;
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

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

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

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

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

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF)

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

Entry Requirements

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

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

Progression

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

Structure

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

Learners must achieve 3 credits from one mandatory unit

Title	Unit ref.	Level	Guided learning hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3

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

Learners must achieve 9 credits from two mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3
Assess occupational competence in the work environment	H/601/5314	3	30	6

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

Learners must achieve 9 credits from two mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3
Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6

TQUK Level 3 Certificate in Assessing Vocational Achievement (QCF)

Learners must achieve 15 credits from three mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Understanding the principles and practices of assessment	D/601/5313	3	24	3
Assess vocational skills, knowledge and understanding	F/601/5319	3	30	6
Assess occupational competence in the work environment	H/601/5314	3	30	6

Guided Learning Hours

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

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

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

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

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

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time.

TQUK Level 3 Award in Understanding the Principles and Practices of Assessment (RQF) – 6 hrs

TQUK Level 3 Award in Assessing Competence in the Work Environment (RQF) – 36 hrs

TQUK Level 3 Award in Assessing Vocationally Related Achievement (RQF) – 36 hrs

TQUK Level 3 Certificate in Assessing Vocational Achievement (RQF) – 66 hrs

Total Qualification Time

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

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

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

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

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

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

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

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

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

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

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

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the

knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

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

Initial Assessment

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

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

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

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

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

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

Tutor

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

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement

- A1 or D32/D33.

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

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

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

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

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

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Units of Assessment

Title:		Understanding the principles and practices of assessment D/601/5313	
Level:		3	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
		1.2	Define the key concepts and principles of assessment
		1.3	Explain the responsibilities of the assessor
		1.4	Identify the regulations and requirements relevant to the assessment in own area of practice
2	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
		3.2	Evaluate the benefits of using a holistic approach to assessment
		3.3	Explain how to plan a holistic approach to assessment

		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
		3.5	Explain how to minimise risks through the planning process
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current
		5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
		6.2	Summarise quality assurance and standardisation procedures in own area of practice
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
		7.2	Explain how feedback and questioning contribute to the assessment process
8	Understand the legal and good practice requirements in relation to assessment	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

The aim of this unit is to assess the trainee assessor's knowledge and understanding of the principles and practices that underpin assessment

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

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

Title:		Assess occupational competence in the work environment H/601/5314	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> • 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
2	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair, and reliable assessment of occupational competence for the following methods: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner

			<ul style="list-style-type: none"> • 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
3	Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures, and legislation for the assessment of occupational competence, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
		4.3	Evaluate own work in carrying out assessments of occupational competence
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Assessment Requirements:

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment.

This unit should be assessed in a real work environment. Simulations are not allowed.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners (four assessments in total). Across these four assessments, performance evidence should be provided for the following methods:

- observation of performance in the work environment

- examining products of work
- questioning the learner

Where a trainee assessor's plan does not include the following assessment methods, they must present evidence through a statement or discussion on how they would use these assessment methods:

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

The centre must ensure they use the following assessment methods when assessing performance evidence for the trainee assessor (learner) - observation and examining products of work.

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.

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.

Title:		Assess vocational skills, knowledge and understanding F/601/5319	
Level:		3	
Credit value:		6	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements for the following methods: <ul style="list-style-type: none"> • assessment 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
2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
		2.2	Provide support to learners within agreed limitations
		2.3	Analyse evidence of learner achievement

		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
		2.5	Follow standardisation procedures
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues as required
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Assessment requirements:

The aim of this unit is to assess the trainee assessor's performance in assessing vocational knowledge and understanding in a workshop, classroom or other training environment.

This unit should be assessed in a real work environment. Simulations are not allowed.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners (four assessments in total). Across these four assessment, performance evidence should be provided for three assessment methods chosen from the list below:

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

Where a trainee assessor's plan does not include an above assessment methods, they must present evidence through a statement or discussion on how they would use these assessment methods.

The centre must ensure they use the following assessment methods when assessing performance evidence for the trainee assessor (learner) - observation and examining products of work.

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

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