



## **ProQual Assessor Qualifications**

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

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

**Level 3 Certificate in Assessing Vocational Achievement**

## **Qualification Specifications**

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## Introduction

The ProQual assessor suite of qualifications provides nationally recognised qualifications for candidates whose role involves assessing competence based units or qualifications:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

The awarding body for these qualifications is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for these qualifications has been approved by Qualifications Wales for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

These qualifications have been accredited onto the Regulated Qualifications Framework (RQF). Candidates who achieve either of the Level 3 Awards may progress to the Level 3 Certificate which provides a progression route to discipline related Level 4 qualifications such as ProQual's Internal Quality Assurance qualifications.

## Qualification Aims

These qualifications are aimed at assessors in a variety of contexts, those assessing in the workplace and those assessing in alternative environments such as workshops, classrooms and other training environments.

Each qualification includes a unit that covers all the essential knowledge and understanding that assessors need, plus one or more units that describe competent practice. This offers flexibility and a greater potential to meet the needs of assessors working in different environments.

### Aims:

- To assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.
- To assess the candidate assessor's performance in assessing occupational competence in an individual's work environment (**Award in Assessing Competence in the Work Environment**).
- To assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example workshops, classrooms or other training environments (**Award in Assessing Vocationally Related Achievement**)

## Level 3 Award in Assessing Competence in the Work Environment

Qualification title	<b>ProQual Level 3 Award in Assessing Competence in the Work Environment</b>
Ofqual qualification number	600/2251/6
Level	Level 3
Guided learning hours	54
Total qualification time	90 hours
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual
Qualification start date	01/07/11
Qualification end date	

This qualification is appropriate for candidates who assess occupational competence in an individual's workplace.

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must complete 2 Mandatory units.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	GLH
D/601/5313	Understanding the principles and practices of assessment	3	24
H/601/5314	Assess occupational competence in the work environment	3	30

## Level 3 Award in Assessing Vocationally Related Achievement

Qualification title	<b>ProQual Level 3 Award in Assessing Vocationally Related Achievement</b>
Ofqual qualification number	600/2005/2
Level	Level 3
Guided learning hours	54
Total qualification time	90 hours
Assessment	Pass or fail Internally assessed by centre staff External quality assurance by ProQual External Verifiers
Qualification start date	01/07/11
Qualification end date	

This qualification is appropriate for candidates who assess vocational skills, knowledge and understanding in environments other than the work environment (such as workshops, classrooms or other training environments).

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must complete 2 Mandatory units.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	GLH
D/601/5313	Understanding the principles and practices of assessment	3	24
F/601/5319	Assess vocational skills, knowledge and understanding	3	30

## Level 3 Certificate in Assessing Vocational Achievement

Qualification title	<b>ProQual Level 3 Certificate in Assessing Vocational Achievement</b>
Ofqual qualification number	600/2020/9
Level	Level 3
Guided learning hours	84
Total qualification time	150
Assessment	Pass or fail Internally assessed by centre staff External quality assurance by ProQual External Verifiers
Qualification start date	01/07/11
Qualification end date	

This qualification is appropriate for candidates who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (such as workshops, classrooms or other training environments).

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must complete 3 Mandatory units.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	GLH
D/601/5313	Understanding the principles and practices of assessment	3	24
H/601/5314	Assess occupational competence in the work environment	3	30
F/601/5319	Assess vocational skills, knowledge and understanding	3	30

## Recognition of Prior Learning

Candidates may request credit for non-certificated skills, knowledge or understanding that they already possess, to avoid repetition. This is called '**recognition of prior learning**' and is the process to follow if candidates can demonstrate they meet the assessment criteria of that particular unit. Centre staff can advise candidates on an individual basis.

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence



## Assessment

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification. The ProQual Assessor qualifications are internally assessed by an appropriately experienced and qualified assessor. Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

*Learning outcomes and assessment criteria for the assessor qualifications are included in this document from page 10 onwards.*

Evidence can include:

- observation report by assessor
- assignments/projects/reports
- professional discussion
- witness testimony
- candidate product
- worksheets
- record of oral and written questioning
- Recognition of Prior Learning

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the requirements for qualifications will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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

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

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

### Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the requirements for a qualification. All certificates will be issued to the centre for successful candidates.

### Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

### Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Learning Outcomes and Assessment Criteria

### Unit D/601/5313: Understanding the principles and practices of assessment

The aim of this unit is to assess the candidate 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.

Learning Outcomes – the learner will	Assessment Criteria
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

Learning Outcomes – the learner will	Assessment Criteria
	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 the individual learners
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>

Learning Outcomes – the learner will	Assessment Criteria
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p>
	<p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p>
	<p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p>7. Understand how to manage information relating to assessment</p>	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p>
	<p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
<p>8. Understand the legal and good practice requirements in relation to assessment</p>	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p>
	<p>8.2 Explain the contribution that technology can make to the assessment process</p>
	<p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to assessment</p>
	<p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

## **Assessment**

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

## **Evidence Requirements**

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

## Unit H/601/5314: Assess occupational competence in the work environment

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

This unit requires evidence of using the following assessment methods:

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

Learning Outcomes	Assessment Criteria
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul>
	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
	1.3 Plan the assessment of occupational competence to address learner needs and current achievements
	1.4 Identify opportunities for holistic assessment

Learning Outcomes	Assessment Criteria
<p>2. Be able to make assessment decisions about occupational competence</p>	<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 with 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>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p>
	<p>3.2 Make assessment information available to authorised colleagues</p>
	<p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p>

Learning Outcomes	Assessment Criteria
	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

The aim of this unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

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

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

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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

## Evidence Requirements

There must be evidence of the candidate assessor carrying out at least **two** assessments of **two** learners' occupational competence (**four** assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

## Unit F/601/5319: Assess vocational skills, knowledge and understanding

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace, for example workshops, classrooms or other training environments.

Assessment methods include:

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

The unit does not require the design of assessments.

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

Learning Outcomes	Assessment Criteria
<p>2. Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p>
	<p>2.2 Provide support to learners within agreed limitations</p>
	<p>2.3 Analyse evidence of learner achievement</p>
	<p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p>
	<p>2.5 Follow standardisation procedures</p>
	<p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p>
	<p>3.2 Make assessment information available to authorised colleagues as required</p>
	<p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

Learning Outcomes	Assessment Criteria
<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>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</p>
	<p>4.2 Apply required for equality and diversity and, where appropriate, bilingualism</p>
	<p>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p>
	<p>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>

## Assessment

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example, workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least **three** of the following assessment methods:

- Assessments of the learner in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Simulations are not allowed.

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

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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

## Evidence Requirements

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



ProQual Awarding Body  
ProQual House  
Annie Med Lane  
South Cave  
HU15 2HG

Tel: 01430 423822

[www.proqualab.com](http://www.proqualab.com)

[enquiries@proqualab.com](mailto:enquiries@proqualab.com)