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**Version 1.1 – Feb 2020**

**SafeCert Level 3 Award in Understanding the Principles and Practices of Assessment  
(RQF) – Qualification Number – 603/0533/2**

**SafeCert Level 3 Award in Assessing Competence in the Work Environment (RQF)  
– Qualification Number – 603/0550/2**

**SafeCert Level 3 Award in Assessing Vocationally Related Achievement (RQF)  
– Qualification Number - 603/0532/0**

**SafeCert Level 3 Certificate in Assessing Vocational Achievement (RQF)  
– Qualification Number – 603/0531/9**

# Safe Cert – The Safe Awarding Body

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## Document Control

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**Author:** Paul Horsburgh  
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## Change History

Version	Date	Reason for change	Change by
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1.0	01/06/2016	Final Release for CCEA Accreditation	Paul Horsburgh
1.1	16/02/2020	Reasonable Adjustments, EQA visits, blended learning and required age	Paul Horsburgh

## Change Mechanism

Any person seeking to alter this document must consult the author before making any change. SafeCert Awards Ltd Change Authority must endorse any alterations to the approved version of this document before any wider dissemination of the altered document.

The person making the alteration must indicate every change between the previous (approved) document version and the altered document version.

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## The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within Northern Ireland, England and Wales. The framework provides a single, simple system for cataloguing all qualifications regulated by CCEA Regulation by both level and size. (Scotland has its own qualification framework called the SCQF).

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- **The Level of the qualification (from entry level to level 8)**
- **The Size of the qualification (Award, Certificate or Diploma)**
- **Details indicating the content of the qualification**

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

### Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject. Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

### Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT). Qualification sizes are expressed using the terms Award, Certificate or Diploma

### Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide for the average time it takes to complete a qualification broken down into two types of activity:

**Guided Learning (GL)** - made up of activities completed by the candidate under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours

**Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

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## Introduction

This Qualification Specification is designed to outline information relating to the delivery and achievement of these TAQA (Training Assessment and Quality Assurance) Assessor Awards. The TAQA Assessor Awards are a range of four separate qualifications developed from a set of three units. If you have any further questions, please contact our staff at SafeCert Awards Ltd (SafeCert) contact details page 2 in this document.

## TAQA Qualification Titles:

1. **SafeCert Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)**
2. **SafeCert Level 3 Award in Assessing Competence in the Work Environment (RQF)**
3. **SafeCert Level 3 Award in Assessing Vocationally Related Achievement (RQF)**
4. **SafeCert Level 3 Certificate in Assessing Vocational Achievement (RQF)**

## Qualification Details

### **SafeCert Award in Understanding the Principles and Practices of Assessment**

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors. For GLH and TQT please see full unit de

### **SafeCert Award in Assessing Competence in the Work Environment**

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
- use of others (witness testimony)
- examining products of work
- questioning the candidate
- discussing with the candidate
- looking at candidate statements
- recognising prior learning.

### **SafeCert Award in Assessing Vocationally Related Achievement**

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

- assessments of the candidate in simulated environments
- skills tests
- oral and written questions
- assignments

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- projects
- case studies
- recognising prior learning

## SafeCert Certificate in Assessing Vocational Achievement

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

For exact details of the GLH and TQT please refer to each additional information section at the end of each unit. Candidates must choose from the following:

## Qualification Structure

The four qualifications for Assessors are made of a combination of three units for which one or more always appears.

**Unit 01 – Understanding the principles and practices of assessment**

**Unit 02 – Assess occupational competence in the work environment**

**Unit 03 – Assess vocational skills, knowledge and understanding**

SafeCert Level 3 Award in Understanding the Principles and Practices of Assessment		
Unit 1 Understanding the Principles and Practices of Assessment		

This Level 3 Award with 1 unit has 3 credits in total a GLH 24 hours and TQT 30 hours

SafeCert Level 3 Award in Assessing Competence in Work Environment		
Unit 1 Understanding the Principles and Practices of Assessment	Unit 2 Assess Occupational Competence in the Work Environment	

This Level 3 Award with 2 units has 9 credits in total a GLH 59 hours and TQT 90 hours

SafeCert Level 3 Award in Assessing Vocationally Related Achievement		
Unit 1 Understanding the Principles and Practices of Assessment		Unit 3 Assess Vocational Skills, Knowledge and Understanding

This Level 3 Award with 2 units has 9 credits in total a GLH 54 hours and TQT 90 hours

SafeCert Level 3 Certificate in Assessing Vocational Achievement		
Unit 1 Understanding the Principles and Practices of Assessment	Unit 2 Assess Occupational Competence in the Work Environment	Unit 3 Assess Vocational Skills, Knowledge and Understanding

This Level 3 Certificate with 3 units has 15 credits in total a GLH 89 hours and TQT 150 hours



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## Qualification Objective

The SafeCert range of TAQA Assessor Awards/Certificate are to enable candidates to be competent, proficient and organised in training assessment and quality assurance.

## Mode of Delivery and Assessment

These awards are delivered with at least an induction to the awards on the requirements of the award, the assessment process and the documentation to be used in the assessment of candidates. The candidate's assessors would then complete a portfolio of evidence and submit for final assessment.

The first award **SafeCert Level 3 Award in Understanding the Principles and Practices of Assessment** is a theory based, assess by short questions and professional discussion.

The second award **SafeCert Level 3 Award in Assessing Competence in the Work Environment** is assessed by portfolio of assessing two candidates over 2 assessments in the working environment over a range of assessment methods which include observation of performance in the work environment, use of others (witness testimony), examining products of work, questioning the candidate, discussing with the candidate, looking at candidate statements and recognising prior learning.

The third award **SafeCert Level 3 Award in Assessing Vocationally Related Achievement** is assessed by portfolio of assessing two candidates over 2 assessments in the classroom based activity's away from the workplace, over a range of assessment methods which include assessments of the candidate in simulated environments, skills tests, oral and written questions, assignments, projects, case studies and recognising prior learning.

The final award **SafeCert Level 3 Certificate in Assessing Vocational Achievement** is a combination of all three units so it is assessed by portfolio of assessing two candidates over 2 assessments in the working environment as well as classroom based assignments and exams. Please see award guidance and support documents for full details

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

## External Documents Relating to the Qualification

There are a range of additional documents available, pertaining to this qualification. The main ones are as follows:

- Tutor/Assessor & IQA Support Guidance for this award. This is the assessment guidance together with the assessments. (This is only given to approved SafeCert centres for this award).
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other policies such as appeals procedure and reasonable adjustments which can be seen in the about us page on the SafeCert website.



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Centre's must be approved by SafeCert Awards, before they can provide any of the SafeCert Award qualifications. Qualifications approval can be included at initial approval. If a centre wishes to seek approval for further awards after the initial approval, they would complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: [www.safecertawards.com](http://www.safecertawards.com)

<b>Unit 1</b>	
<b>Understanding the Principles and Practices of Assessment</b>	
This section provides the detailed information on the unit specification requirements covering the eight learning outcomes.	
<b>Learning Outcome</b>	<b>Assessment Criteria</b>
<b>1. Understand the principles and requirements of assessment</b>	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
<b>2. Understand different types of assessment methods</b>	2.1 – Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual candidates
<b>3. Understand how to plan assessment</b>	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
<b>4. Understand how to involve candidates and others in assessment</b>	4.1 – Explain the importance of involving the candidates and others in the assessment process 4.2 – Summarise types of information that should be made available to candidates and others involved in the assessment process 4.3 – Explain how peer and self-assessment can be used effectively to promote candidate involvement and personal responsibility in the assessment of learning 4.4 – Explain how assessment arrangements can be adapted to meet the needs of individual candidates
<b>5. Understand how to make assessment decisions</b>	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> </ul>

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	<ul style="list-style-type: none"> <li>Fair</li> </ul>
<b>6. Understand quality assurance of the assessment process</b>	<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>
<b>7. Understand how to manage information relating to assessment</b>	<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>
<b>8. Understand the legal and good practice requirements in relation to assessment</b>	<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>

Additional Information about the unit			
<b>GLH – (Guided Learning Hours)</b>	<b>24</b>	<b>TQT – (Total Qualification Time)</b>	<b>30</b>
<b>RQF Level</b>	<b>3</b>	<b>RQF Credit</b>	<b>3</b>
<b>Support for the unit from SSC or another appropriate body</b>	tbc	<b>Assessment requirements and guidance</b>	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document
<b>TAQA Assessor and Education &amp; Training Award APL</b>	This unit is the same theory unit that candidates can select as part of the SafeCert Level 3 Education and Training Award, therefore if candidates have selected this unit they would be exempt from this unit on the Assessor Awards.		

Unit 2	
Assess Occupational Competence in the Work Environment	
<p>Candidate assessor must assess a minimum of 2 candidates occupational competence (4 assessments in total) If both candidates choose one unit that is the same then this would allow demonstration of standardisation of assessment practice.</p> <p>As minimum there must be performance evidence for observation, examining products and questioning. Other forms of evidence for remaining methods of assessment can be from professional discussion, witness testimony, candidate statements and prior learning. Simulations are not allowed</p>	
Learning Outcome	Assessment Criteria
<p><b>1. Be able to plan the assessment of occupational competence</b></p>	<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 candidate</li> <li>• Discussing with the candidate</li> <li>• Use of others (witness testimony)</li> <li>• Looking at candidate statements</li> <li>• Recognizing prior learning</li> </ul> <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the candidate</p> <p>1.3 Plan the assessment of occupational competence to address candidate needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
<p><b>2. Be able to make assessment decisions about occupational competence</b></p>	<p>2.1 Use valid, fair and reliable assessment methods including:</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 candidate</li> <li>• Discussing with the candidate</li> <li>• Use of others (witness testimony)</li> <li>• Looking at candidate statements</li> <li>• Recognizing prior learning</li> </ul> <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardization procedures</p> <p>2.4 Provide feedback to candidates that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p><b>3. Be able to provide required information following the assessment</b></p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and candidate progress</p> <p>3.2 Make assessment information available to authorized colleagues</p>

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<b>of occupational competence</b>	3.3 Follow procedures to maintain the confidentiality of assessment information
<b>4. Be able to maintain legal and good practice requirements when assessing occupational competence</b>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

<b>Additional Information about the unit</b>			
<b>GLH – (Guided Learning Hours)</b>	<b>35</b>	<b>TQT – (Total Qualification Time)</b>	<b>60</b>
<b>RQF Level</b>	<b>3</b>	<b>RQF Credit</b>	<b>6</b>
<b>Support for the unit from SSC or another appropriate body</b>	tbc	<b>Assessment requirements and guidance</b>	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document

## Unit 3: Assess Vocational Skills, Knowledge and Understanding

Candidate assessor must assess a minimum of 2 candidates vocational skills, knowledge and understanding (4 assessments in total) As minimum there must be performance evidence outside of work environment at least 3 of the following: simulation, skill tests, oral and written questions, assignments, projects, case studies or prior learning. Other forms of evidence can be used for the remaining methods.

Learning Outcome	Assessment Criteria
<b>1. Be able to prepare assessment of vocational skills, knowledge and understanding</b>	1.1 Select methods to assess vocational skills, knowledge and understanding which address candidate needs and meets assessment requirements, including: <ul style="list-style-type: none"> <li>• Assessments of the candidate in simulated environment</li> <li>• Skills tests</li> <li>• Oral and written questions</li> <li>• Discussing with the candidate</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
<b>2. Be able to carry out assessment of vocational skills, knowledge and understanding</b>	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to candidates within agreed limitations 2.3 Analyse evidence of candidate achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardization procedures 2.6 Provide feedback to the candidate that affirms achievement and identified any further implications for learning, assessment and progression
<b>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</b>	3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and candidate progress 3.2 Make assessment information available to authorized colleagues as required 3.3 Follow procedures to maintain the confidentiality of assessment information

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<p><b>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</b></p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p> <p>4.2 Apply requirements 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 continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
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Additional Information about the unit			
Review Date	tbc	QAN Number	tbc
GLH – (Guided Learning Hours)	30	TQT – (Total Qualification Time)	60
RQF Level	3	RQF Credit	6
Support for the unit from SSC or another appropriate body	tbc	Assessment requirements and guidance	This unit must be assessed in accordance with the current Tutor/Assessor/IQA Guidance document



## Additional information about the Awards/Certificate

<b>Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)</b>			
Qualification Number	603/0533/2		
GLH – (Guided Learning Hours)	24	TQT – (Total Qualification Time)	30
RQF Level	3	RQF Credit	3

<b>Level 3 Award in Assessing Competence in the Work Environment (RQF)</b>			
Qualification Number	603/0550/2		
GLH – (Guided Learning Hours)	59	TQT – (Total Qualification Time)	90
RQF Level	3	RQF Credit	9

<b>Level 3 Award in Assessing Vocationally Related Achievement (RQF)</b>			
Qualification Number	603/0532/0		
GLH – (Guided Learning Hours)	54	TQT – (Total Qualification Time)	90
RQF Level	3	RQF Credit	9

<b>Level 3 Certificate in Assessing Vocational Achievement (RQF)</b>			
Qualification Number	603/0531/9		
GLH – (Guided Learning Hours)	89	TQT – (Total Qualification Time)	150
RQF Level	3	RQF Credit	15

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## Candidates with Proven Special Considerations

The SafeCert procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is on the SafeCert website [www.safecertawards.com](http://www.safecertawards.com)

## Guidance Notes on Delivery

Centres may choose to deliver this qualification via blended learning. ‘Blended learning’ means the combination of delivery by face to face methods and candidate self-study.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert beforehand or approved by the Safe Cert external moderator prior to their usage in line with this document. Where SafeCert– endorsed materials are available by training providers they will be listed on our website [www.safecertawards.com](http://www.safecertawards.com)

Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert beforehand or approved by the SafeCert external quality adviser prior to their usage in line with this document. Where SafeCert– endorsed materials are available by training providers they will be listed on our website [www.safecertawards.com](http://www.safecertawards.com)

## Prerequisites

**Age** - Candidates must be 18 years and above.

These qualifications are available to anyone who is capable of reaching the required standards.

There are no formal requirements for entry to these qualifications, but the candidate will need to have knowledge/competence in the subject area they wish to assess.

## Opportunities for Progression

Successful completers can progress to:

- SafeCert Level 3 Education and Training Award (RQF)
- SafeCert IQA Awards

## Pre-Qualification Procedures

The qualification is designed to be delivered free from any barriers that restrict access or progression thereby promoting equal opportunities.

## ID Checking

All candidates must be instructed to bring photographic identification to the assessment to be checked by the assessor. This instruction should be given ahead of the course/assessment when the candidate registers and/or with any pre-course materials.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each candidate's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each candidate on the Candidate List under "Identification Provided"

## Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a candidate has already so that this can be taken into account. This should be recorded so that centres can identify any associated special requirements and record this in appropriate plans

## SECTION 2 – ASSESSMENT OVERVIEW

### Delivery /Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 16 candidates. It is essential all candidates get the teaching practice and support requirement which would be extremely difficult if the number of candidates increased more than 16. If a centre wishes to increase this ratio, they must first request approval and state how they would support candidate needs.

Please note a student cannot assume responsibility in the workplace until they reach the age of 16, and then it is the employer's responsibility to ensure that the student is suitable for that role.

### Guidance on Assessment

SafeCert has worked with subject specialists to develop a robust and streamlined assessment process which includes the following:

1. Short Answer Questions with additional Professional Discussion if required – Candidates will complete a short answer question paper to a set standard. Then to ensure competency in all areas the candidates would also take part in a professional discussion on any missed points in the assessment
2. Portfolio – Candidates need to complete a comprehensive portfolio which will include the assessment checklist so they can explain how they have achieved the criteria as well as show the practical evidence from the evidence list to prove they have competence in each criteria
3. Assessment – All assessments but be internal verified by competent IQA

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4. Action Plan – Action plans must be developed and agreed with the candidates so both would sign and date after agreement. This assessment plan would then be reviewed and updated as they work their way through the award
5. Questions – When setting questions look at the assessment criteria as you can only ask questions where there is a need to satisfy the criteria. Therefore you can't ask questions on topics where it is not covered in the learning outcomes and criteria for the award. Please cross reference each question back to the criteria of the award
6. Assessor Observations – Assessors would complete an observation assessment of any practical elements of the award. Again it is very useful to cross reference back to the criteria each of the observation points you are assessing

Full details and assessment materials are recorded in the Tutor/Assessor Guidance support information.

A range of other assessment methods or combination of these methods can be used towards the awards, but you must ensure all assessment criteria is full covered. Other assessment methods include the following:

Assessment grids	Checklists	Portfolio of evidence	Reflective Journal
Assessment tasks	Essays	Professional discussion	Self-evaluation
Assignments	Observations	Projects	Written statements
Case Studies	Online assessments	Questions (written/oral)	Worksheets

Full details and assessment materials are recorded in the Tutor/Assessor Guidance support information.

### Guidance on Internal Quality Assurance

SafeCert centres require having in place a robust internal quality assurance system. The Internal Quality Assurance must be completed by a suitably qualified person who has also not been involved in the delivery or assessment of the award.

The Internal Quality Assurers Role is to monitor not only the assessment of the qualification but also how it is delivered. This can be completed in a number of ways such as observing a course delivery/assessment, sampling assessments, candidate interviews in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

### Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured. This is to support centres in the implementation and management of the award and also to ensure the validity and value of the qualification.

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SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3-year cycle. In addition to the EQA Visits SafeCert Awards will also conduct the following:

- Sample Desktop EQA Spot Checks on Assessment – This is where we will ask a sample of centres each year to send in all assessment paperwork so we can conduct an EQA desktop approval on assessment
- Sample EQA Centre Visits on Observation of Assessment – This is where we will conduct a sample of visits to monitor assessments during the assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be seen in the Centre Handbook.

### Reassessment Procedures

Candidates who are unsuccessful in any aspect of the assessment process will be offered 1 further opportunities to be reassessed in the appropriate component of the assessment, ideally within the timeframe allocated. Candidates should be aware that there may well be an additional charge for conducting reassessments.

Plans for assessment and assignment tasks must be approved by SafeCert prior to the first assessment being undertaken by the candidates. This approval process will be carried out by the EQA either electronically (or using other forms of correspondence), or at an initial quality assurance visit. Materials for approval can be sent directly to SafeCert's office manager who will ensure it is passed to the appropriate person. A standard SafeCert observation Performa is available for use by centres.

### Grading

Assessment is pass/ reassessment /fail. There is no grading.

### Unit Certification

Certification will be issued for each award once the minimum number of units has been achieved, all assessment components must be completed by the candidate and they must pass the centre quality assurance process to be certificated for the award.

### Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- Assessor must keep all assessment papers in secure locked area until the start of the assessment
- Assessor will ensure no candidates have any written notes or other reference material during the assessment
- Assessor will ensure the assessment room is in a quiet area and the room has an Exam Notice – Please keep quiet during the assessment
- Assessor will make sure there is no talking during the assessment

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- Assessor will ensure there is a suitable distance between candidates to prevent copying of answers
- All candidates will need to sit at their desk and remain quiet until the full assessment period is complete
- All candidates must stop writing as soon as the assessor has indicated the assessment time is now completed
- All question papers and answer sheets, should then be marked by the assessor. This is then sent to IQA for internal quality assurance of results and then held in secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials sent in, if you are a new centre or for periodic EQA desktop spot checks on assessment. If you have direct claims, then only the registration and results are required to be sent in, unless otherwise requested. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

### Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of safe cert Qualifications.

Training and assessment must be able to provide a suitable teaching area/environment conducive to candidates' learning i.e. well lit, well ventilated and of adequate size as per above requirements.

### Reasonable Adjustments

Awarding organisations and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

#### **Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:**

- changing standard assessment arrangements, for example allowing a candidate extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Large Print
- providing access for facilitators during the assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

*Reasonable adjustments are approved and agreed before the assessment activity takes place. They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.*

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All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair while allowing the candidate to show what they know and can do without compromising the assessment criteria.

### Adjustments to assessments:

- should not invalidate the assessment requirements of the qualification
- should not give the candidates an unfair advantage
- should reflect the candidate's normal way of working
- should be based on the individual need of the candidate.

SafeCert has a Reasonable adjustments policy which can be found on our website

<http://www.safecertawards.com/pdf/ReasonableAdjustmentsPolicy.pdf> or you can obtain a copy by e-mailing SafeCert at [info@safecertawards.com](mailto:info@safecertawards.com).

## SECTION 3

### Centre Staffing

Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register. Ensure that there are a sufficient number of people either trained or qualified to internally quality assure for the number of candidates and assessors

Put quality assurance systems in place to ensure that all assessments are valid, reliable, authentic and sufficient while providing sufficient training and updating for the IQAs identified as being responsible for quality assurance.

Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair and those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

### Criteria for Trainer/Assessors

SafeCert requires that Nominated Trainers/Assessors have teaching experience and hold a qualification in the relevant subject area.

*Suitable Subject Area Qualifications may include:*

- Hold a teaching or training qualification above this Education and Training Award Level 3 or the level 3 or 4 of PTLLS. Therefore the Level 4 Education and Training Certificate would be a suitable



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teaching qualification

- Have experience of teaching education and/or training
- Have access to appropriate guidance and support
- Have ongoing participation in standardisation and other quality processes

New staff can be accepted onto the team if they have evidence of substantial and successful teaching experience in education and training. They must be fully supported, for example, partaking in an induction programme regarding the qualification requirements, be allocated a mentor, and be monitored delivering and assessing. Records must be maintained of all support given to new team members until they are qualified and experienced in the role.

Staff who are also assessing the award must also have a suitable assessing qualification may include.

### Assessing

- TAQA Assessor Awards (or D32/D33/A1, A2)
- SQA Assess Work based Competence using Direct Methods
- SQA Assess Work based Competence using Direct and Indirect Methods
- Have current evidence of CPD in assessment and quality assurance

### Criteria for Internal Quality Assurers

SafeCert requires the Nominated IQA for an approved centre must hold a qualification in the relevant subject area.

#### **Suitable Subject Area Qualifications may include:**

- Have up to date knowledge and experience in assessment and IQA
- Hold s TAQA Assessors Award/Certificate or D32/D33/A1 Assessors Award
- Hold on of the IQA Awards as listed below
- Have current evidence of CPD in IQA

As well as the subject knowledge and competence the IQA must also have one of the approved IQA qualifications as listed below.

Qualification	IQA*
V1 or D34	✓
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	✓
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment	✓
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment	✓
SQA Internally Verify the Assessment Process	✓

Trainee assessors and internal quality assurers must have their decisions countersigned by a qualified assessor/internal quality assurer in the same subject area. They must be fully supported, for example,

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partaking in an induction regarding the qualification requirements, be allocated a mentor and be monitored delivering, assessing/quality assuring. Records must be maintained of all support given to new team members, until they are qualified and experienced in the role.

### Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### Delivery

The qualification must be delivered using a programme of training that is approved by safe cert having been checked that the learning outcomes have been met. A qualification can be approved with initial centre approval form or after with an additional awards application form, these can be downloaded from [www.safecertawards.com](http://www.safecertawards.com), or you can contact SafeCert for more information.

The programme may be applied flexibly, in accordance with candidates’ needs and local circumstances; facilitators/assessors are encouraged to repeat sessions that candidates have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

### Useful Websites

Company	Website
HSE	<a href="http://www.hse.gov.uk/">www.hse.gov.uk/</a>
Department of Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Institute for Learning	<a href="http://www.ifl.ac.uk/">www.ifl.ac.uk/</a>
Learn Higher – Free resources	<a href="http://www.learnhigher.ac.uk">www.learnhigher.ac.uk</a>
BILD – British Institute for Learning and Development	<a href="http://www.thebild.org">www.thebild.org</a>
SafeCert Awards	<a href="http://www.safecertawards.com">www.safecertawards.com</a>