



# Qualification Specification

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**Version 2.1 – Mar 2020**

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

Qualification Number – R471 04

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

Qualification Number – R472 04

**Certificate in Assessing Vocational Achievement**

Qualification Number – R474 04

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## Document Control

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**Author:** Paul Horsburgh  
**Change Authority:** Tulsa McLain

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Version	Date	Reason for change	Change by
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2.1	16/02/2020	Reasonable Adjustments and EQA visits,	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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## Registered address:

**SafeCert Awards Ltd**

**38 Main Street, Gortin BT79 8PH**

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

**Tel: 0845 500 2 100**

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## Qualification Outline - TAQA Assessor Awards

### Introduction

The TAQA Assessor awards are a range of three separate qualifications developed from a set of three units. The details of the awards are as follows:

### 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.

### 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 learner
- discussing with the learner
- looking at learner statements
- 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)

### Qualification Details

The three qualifications titles are as follows:

1. **SafeCert Award in Understanding the Principles and Practices of Assessment**
2. **SafeCert Award in Assessing Competence in the Work Environment**
3. **SafeCert Certificate in Assessing Vocational Achievement**

### Qualification Structure

The three qualifications for Assessors consists of a combination of four 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 Award in Understanding the Principles and Practices of Assessment		
Unit 1 Understanding the Principles and Practices of Assessment		

SafeCert 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	

SafeCert 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

## Summary of Learning Outcomes

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

This qualification consists of one theory unit as follows:

**Unit 1. Understand the principles and practices of assessment**

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

This qualification consists of two units as follows:

<b>Unit 1. Understand the principles and practices of assessment</b>
<b>Unit 2. Assess occupational competence in the work environment</b>

### SafeCert Certificate in Assessing Vocational Achievement

This qualification consist of three units as follows:

<b>Unit 1. Understand the principles and practices of assessment</b>
<b>Unit 2. Assess occupational competence in the work environment</b>
<b>Unit 3. Assess vocational skills. Knowledge and understanding</b>

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## Mode of Delivery & 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 TAQA qualifications are a set of three which the candidate would select the appropriate award for their requirements.

1. **SafeCert Award in Understanding the Principles and Practices of Assessment**
2. **SafeCert Award in Assessing Competence in the Work Environment**
3. **SafeCert Certificate in Assessing Vocational Achievement**

The first award is solely a theory based award for those who need to know about assessment, but who are not involved and will not perform any actual assessments.

The second award **SafeCert 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 learner, discussing with the learner, looking at learner statements and recognising prior learning.

The final award **SafeCert 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

## External Document

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.

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)

Unit 1: Understanding the Principles and Practices of Assessment			
<p>This theory unit can be assessed by question and answer and professional discussion. The unit on its own would lead to an assessor’s award for those who just need to understand assessment practices but not involved in assessment practice. To become involved as a practical assessor in practice you would need to gain this unit together with one of the other practical assessing units.</p>			
Learning Outcome	Assessment Criteria	Evidence	Date
<b>1. Understand the principles and requirements of assessment</b>	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		
<b>2. Understand different types of assessment method</b>	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners		
<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 risk that may be involved in assessment in own area of responsibility 3.5 Explain how to minimize risks through the planning process		
<b>4. Understand how to involve learners and others in assessment</b>	4.1 Explain the importance of involving the learners 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 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		
<b>5. Understand how to make assessment decision</b>	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• Sufficient</li> <li>• Authentic</li> </ul>		

	<ul style="list-style-type: none"> <li>• Current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are: Made against specified criteria</p> <ul style="list-style-type: none"> <li>• Valid</li> <li>• Reliable</li> <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 standardization 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>		

<b>Additional information about this unit</b>	
<b>Unit Review Date:</b> tbc	<b>Unit Code:</b> UH04 04
<b>Assessment requirements and guidance</b>	This unit must be assessed in accordance with the current SafeCert Tutor, Assessor and IQA Guidance document for the award plus Assessing and Quality Assurance Guidance by Alliance Sector Skills Council
<b>Details of the relationship between the unit and relevant NOS and/or professional standards</b>	TAQA – <i>Training, Assessment and Quality Assurance</i> , the assessment units are part of a full suite of qualifications. The qualifications are based on the <a href="#">National Occupational Standards for Learning and Development</a> (NOS).



## Unit 2: Assess Occupational Competence in the Work Environment

Candidate assessor must assess a minimum of 2 learners occupational competence (4 assessments in total) If both learners choose one unit that is the same then this would allow demonstration of standardisation of assessment practice.

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, learner statements and prior learning. Simulations are not allowed

Learning Outcome	Assessment Criteria	Evidence	Date
<b>1. Be able to plan the assessment of occupational competence</b>	<p>1.1 Plan assessment of occupational competence based on the following methods</p> <ul style="list-style-type: none"> <li>• Observation of performance in the work environment</li> <li>• Examining products of work</li> <li>• Questioning the learner</li> <li>• Discussing with the learner</li> <li>• Use of others (witness testimony)</li> <li>• Looking at learner statements</li> <li>• Recognizing prior learning</li> </ul> <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>		
<b>2. Be able to make assessment decisions about occupational competence</b>	<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 learner</li> <li>• Discussing with the learner</li> <li>• Use of others (witness testimony)</li> <li>• Looking at learner 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 learners that affirms achievement and identifies any further implications for learning,</p>		

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	assessment and progression		
<b>3. Be able to provide required information following the assessment of occupational competence</b>	<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 authorized colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>		
<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 this unit</b>	
<b>Unit Review Date: tbc</b>	<b>Unit Code: UH05 04</b>
<b>Assessment requirements and guidance</b>	This unit must be assessed in accordance with the current SafeCert Tutor, Assessor and IQA Guidance document for the award plus Assessing and Quality Assurance Guidance by Alliance Sector Skills Council
<b>Details of the relationship between the unit and relevant NOS and/or professional standards</b>	<i>TAQA – Training, Assessment and Quality Assurance</i> , the assessment units are part of a full suite of qualifications. The qualifications are based on the <a href="#">National Occupational Standards for Learning and Development</a> (NOS).

Unit 3: Assess Vocational Skills, Knowledge and Understanding			
<p>Candidate assessor must assess a minimum of 2 learners 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. .</p>			
Learning Outcome	Assessment Criteria	Evidence	Date
<p><b>1. Be able to prepare assessment of vocational skills, knowledge and understanding</b></p>	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meets assessment requirements, including:</p> <ul style="list-style-type: none"> <li>• Assessments of the learner in simulated environment</li> <li>• Skills tests</li> <li>• Oral and written questions</li> <li>• Discussing with the learner</li> <li>• Assignments</li> <li>• Projects</li> <li>• Case Studies</li> <li>• Recognising prior learning</li> <li>•</li> </ul> <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding</p>		
<p><b>2. Be able to carry out assessment of vocational skills, knowledge and understanding</b></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 standardization procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identified any further implications for learning, assessment and progression</p>		
<p><b>3. Be able to provide required information following the assessment of vocational skills, knowledge and</b></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 authorized colleagues as required</p>		

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<b>understanding</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 vocational skills, knowledge and understanding</b>	<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>		

<b>Additional information about this unit</b>	
<b>Unit Review Date: tbc</b>	<b>Unit Code: UH06 04</b>
<b>Assessment requirements and guidance</b>	This unit must be assessed in accordance with the current SafeCert Tutor, Assessor and IQA Guidance document for the award plus Assessing and Quality Assurance Guidance by Alliance Sector Skills Council
<b>Details of the relationship between the unit and relevant NOS and/or professional standards</b>	<i>TAQA – Training, Assessment and Quality Assurance</i> , the assessment units are part of a full suite of qualifications. The qualifications are based on the <a href="#">National Occupational Standards for Learning and Development</a> (NOS).

## Additional information about the Awards/Certificate

<b>Level 3 Award in Understanding the Principles and Practices of Assessment</b>			
<b>Qualification Code</b>	<b>R471 04</b>	<b>Unit Codes</b>	<b>UH04 04</b>

<b>Level 3 Award in Assessing Competence in the Work Environment</b>			
<b>Qualification Code</b>	<b>R472 04</b>	<b>Unit Codes</b>	<b>UH04 04 + UH05 04</b>

<b>Level 3 Certificate in Assessing Vocational Achievement</b>			
<b>Qualification Code</b>	<b>R474 04</b>	<b>Unit Codes</b>	<b>UH04 04, UH05 04 &amp; UH06 04</b>

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## Learners with proven Special Consideration

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 learner 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 SafeCert 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)

## Prerequisites

### Age ranges

The qualification is open to learners 16 years and above. You should also have good communication skills and a level of English that will allow effective learning of all the outcomes. You will also be expected to conduct assessments of candidates, therefore you should be knowledgeable and experienced in the subject that you plan to assess.

## Qualification Structure

This qualification consists of 3 units of which are used on combination to consist of up to 3 different awards. Details of the award are included from page 6 of this document.

Learners must successfully complete the assessment for this unit to achieve the qualification. The qualification can be taken as a free standing qualification or as part of a wider programme of training.

## Opportunities for progression

Successful completers can progress to:

Progression and further learning routes include:

- Education and Training Award
- IQA Awards

## Pre-course procedures

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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There are no formal requirements for entry to these qualifications.

### Interview procedure & ID checking

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. This instruction should be given ahead of the course/assessment when the learner 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 learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided"

### Criminal Records Checks

Centres should note that it is now a requirement for teachers in further education to undergo Criminal Records checks with Disclosure Scotland.

### Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a learner 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 in inductions to the awards. It is essential all candidates get the assessment 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.

### 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
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.

### 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 with 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, learner 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, or at least until its as been assessed by the external quality assurance.

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## 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.

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

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

## 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, that the assessment time is 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.

### Reasonable Adjustments

Awarding organisations and centres are only required by law to do what is ‘reasonable’ regarding 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 adding or 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.*

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.

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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 verify for the number of candidates and assessors

Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

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 verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification 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:***

- Level 3 or 4 PTLLS
- Education and Training Award (or higher award of certificate/diploma)
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- TAQA Assessor Award or D32-D33 or A1 or other equivalent award

#### Criteria for Internal Verifiers

All those who quality assure these qualifications internally must:

Have up-to-date working knowledge and experience of best practice in assessment and quality assurance, plus be occupationally competent in training.

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Verifiers should either hold or be working towards one of the following:

- SQA Accredited Learning and Development Unit 11 – Internally Monitor and Maintain the Quality of Workplace Assessment, *or*
- QCF Qualifications based on the learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment, *or*
- Level 4 Award in the Internally Quality Assurance of Assessment Processes and Practice (QCF), *or*
- Level 4 Certificate in Leading the Internally Quality Assurance of Assessment Processes and Practice (QCF).
- V1 or D34
- Other Equivalent Award

### Criteria for External Verifier

The External Verifier will need to hold or working towards:

- Level 4 RQF Award in the External Quality Assurance of Assessment Processes and Practice
- V2 or D35
- SQA Accredited Unit 12 Externally Monitor and Maintain the Quality of Assessment
- Other Equivalent Award

### Delivery

The qualification must be delivered using a programme of training that is approved by SafeCert Awards 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.

### 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 SafeCert Awards Qualifications.

Training and assessment must be able to provide a suitable assessing area/environment conducive to candidates' assessment and induction i.e. well lit, well ventilated and of adequate size

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### 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>
Society for Education and Training	<a href="http://www.set.et-foundation.co.uk">www.set.et-foundation.co.uk</a>
SafeCert Awards	<a href="http://www.safecertawards.com">www.safecertawards.com</a>

