



TRANSCEND

AWARDS

QUALIFICATION & UNIT SPECIFICATION

Transcend Level 3 Suite in Assessing Vocational Achievement

Ofqual Ref: Multiple · Version 01 · 20.05.2026

L3

Level

ofqual
REGULATED
register.ofqual.gov.uk



FEDERATION OF
AWARDING BODIES

 **CIMSPA**
Education Partner

Welcome to the Transcend Level 3 Suite in Assessing Vocational Achievement — Qualification & Unit Specification

About This Document

Transcend Awards is an Ofqual regulated awarding organisation. This combined Qualification & Unit Specification confirms the qualification delivery and assessment conditions, and the detailed unit specifications for all units within the Level 3 CAVA suite.

This document must be read and complied with in conjunction with the Transcend Centre Recognition Conditions and Assessment Guidance.

Further information about this suite can be found in the Qualification Purpose Statement.

Regulated Qualification

This qualification is regulated by Ofqual in England and sits on the Register of Regulated Qualifications.

ETF Professional Standards

This suite is aligned in full to the Education and Training Foundation (ETF) Professional Standards for Learning and Development: Assessment.

Contents

Part 1 — Qualification Details	
Qualification Scope	03
Qualification Overview	04
Part 2 — Qualification Delivery	
Qualification Delivery Workforce	05
Centre Resources	06
Delivery Model	07
Assessment Strategy	08
Quality Assurance Conditions	12
Part 3 — Specifications	
Qualification Structure	13
ASSU01 — Understanding the Principles and Practices of Assessment	14
ASSU02 — Assess Occupational Competence in the Work Environment	20
ASSU03 — Assess Vocational Skills, Knowledge and Understanding	25
Appendix 01 — Version Control	30

Part 01**Qualification Details****Qualification Scope**

The Transcend Level 3 Suite in Assessing Vocational Achievement is a progressive, Ofqual-regulated suite of qualifications for professionals working in education, training and assessment environments.

Qualification Regulation

Regulator Reference	Qualification Title	Qualification GLH	Qualification DSH	Qualification TQT	Qualification Credit
610/7477/9	Transcend Level 3 Award in Understanding the Principles and Practices of Assessment	24	6	30	3
610/7478/0	Transcend Level 3 Award in Assessing Competence in the Work Environment	54	36	90	9
610/7479/2	Transcend Level 3 Award in Assessing Vocationally Related Achievement	54	36	90	9
610/7480/9	Transcend Level 3 Certificate in Assessing Vocational Achievement	84	66	150	15
Qualification Start Date	20 May 2026	Qualification Review Date		20 May 2029	
Qualification Sector	13.2 Direct Learning Support				
Qualification Awarding	This qualification is solely awarded by Transcend Awards Limited as the recognised awarding organisation regulated by Ofqual in England.				
Registration Period	All learning, assessment, reassessment, and quality assurance activities must be completed within the 2-year registration period for each qualification.				
Qualification Standards	This suite is aligned in full to the Education and Training Foundation (ETF) Professional Standards for Learning and Development: Assessment.				
Qualification Regulation	This qualification is regulated by Ofqual in England. It is published as a Level 3 qualification on the Register of Regulated Qualifications and is equivalent to Level 4 on the European Qualifications Framework (EQF) .				
Partners	Transcend is actively exploring endorsement opportunities with the Society for Education and Training (SET), the CPD Certification Service, and awarding organisation partners in the vocational assessment sector.				

Qualification Overview

Qualification Aim	The aim of this suite is to confirm occupational competence in the assessment of learners across regulated and vocational learning environments. The Award (Understanding) develops assessment theory and knowledge; the Award (Assessing Competence) confirms applied competence in workplace assessment; the Award (Assessing Vocationally Related Achievement) confirms applied competence in assessing vocational skills and knowledge; the Certificate (CAVA) confirms the full breadth of assessment competence across all three units.
Qualification Objective	The objective is to prepare learners for employment and progression in assessment roles across FE, adult skills, apprenticeships and vocational training. Whilst attending qualifications in this suite, learners will develop the knowledge to enable them to: › Explain the principles, context and regulation of the assessment of assessment › Describe the functions of sampling, standardisation and feedback in maintaining assessment quality › Explain the legal, ethical and inclusive practice requirements of assessment Successful learners will develop skills to enable them to: › Plan, conduct and record assessment activities including risk-based sampling and observation › Provide developmental feedback and support to assessors to improve assessment quality › [Certificate only] Plan, allocate and monitor the work of an assessment team and lead continuous improvement of a centre's assessment system
Target Learners	This suite is for learners aged 18+ who aspire to gain, retain and progress in roles involving the assessment of assessment in education, training and vocational learning environments. Typical learners include assessors moving into assessment, existing assessors seeking regulated confirmation of competence, Lead assessors, quality managers, curriculum coordinators and centre compliance staff. Learners must be at least 18, communicate effectively in English, and (for the competence-based qualifications) have access to at least two assessors whose work they can quality assure.
Learner Prerequisites	The recognised centre is required to ensure that prior to registration for qualifications in this suite learners are required to: › Be accurately identified › Be at least 18 years of age › Be able to evidence prior engagement in assessment or vocational training (e.g. a Level 3 Award in Assessing Competence or equivalent experience) › Be able to evidence access to real learners or candidates whose competence they can assess (for competence-based qualifications) › Be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing] Learners on the competence-based qualifications must be in, or preparing for, a role that involves the monitoring, support and improvement of assessment practice.
Employability Progression	This suite may lead to paid employment as a centre-approved Internal Quality Assurer, Lead Internal Quality Assurer, quality manager or centre compliance lead across FE, adult skills, apprenticeships and independent training.
Education Progression	This suite is integral to a progressive pathway: › Level 3 Award in Education and Training (AET) › Level 4 Certificate in Education and Training (CET) › Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice

Part 02 Qualification Delivery

This qualification must be delivered in accordance with the Transcend Recognised Centre Conditions. The rules below are supplementary conditions specific to this qualification. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.

How do I offer this qualification?

Applicant Organisations: Access the Transcend Awards website to submit a Centre Recognition enquiry.

Recognised Centres: Access the Transcend Awards Management System (TAMS) to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification Delivery Workforce

Workforce Requirements

The recognised centre must evidence workforce competence to show that tutors, assessors hold or are working towards the recognised qualifications as outlined in the recognition conditions, including the following:

All tutors, assessors must:

- › Hold a recognised qualification in assessment and/or assessment (e.g. TAQA, V1, D34 or equivalent)
- › Demonstrate occupational competence in assessment and/or assessment within regulated qualifications
- › Maintain up-to-date CPD in line with regulatory and sector expectations; be proficient in applying Ofqual assessment principles, the VARCS rules of evidence, and standardisation procedures; and have recent, relevant experience in assuring the quality of vocational assessment in live or simulated environments.

Occupational competence must be evidenced through:

- › A recognised assessment qualification or equivalent (e.g. TAQA, A1/A2, D32/33, or the Level 3 Certificate in Assessing Vocational Achievement)
- › A minimum of two years' professional experience in the assessment of regulated vocational assessment

All new assessors and assessment staff must be given an action plan for achieving the required qualification. They need to be countersigned by an appropriately qualified individual, and the plan approved by Transcend's allocated EQA.

Centre Resources

Learning & Training Resources

The recognised centre is required to have access to learning and training resources that support the breadth of the blended assessment training and assessment programme, which include:

- › Inclusive teaching and learning materials mapped to all unit LOACs
- › Access to assessment planning templates, observation forms, assessment records and standardisation documentation
- › Access to a digital learning environment (e.g. Moodle, Canvas, or equivalent) to support GLH and DSH
- › Current copies of the Ofqual General Conditions of Recognition and relevant awarding organisation handbooks

Assessment Environment & Tools

The recognised centre is required to have access to an appropriate real or simulated work-based assessment environment:

- › Access to real learners or candidates for observed assessment practice (minimum 2 candidates for ASSU02 and ASSU03)
- › Access to organisational assessment systems, documentation and sampling processes
- › Opportunities for learners to contribute to or lead standardisation activities
- › Secure recording tools for observation and professional discussion

Key Notes

Learners must be supported in the workplace by a designated mentor, line manager or assessment supervisor. At least two formal work-based observations must be included in the portfolio for competence-based qualifications.

Delivery Model

The recognised centre must document their delivery model, mapped to TQT, GLH, learning outcomes, assessment criteria, delivery content and attainment indicators. The model must be agreed in writing by the awarding organisation.

AO devised delivery model

Phase 1 Induction & Understanding	Phase 2 Assessment Knowledge & Planning	Phase 3 Applied Assessment Practice	Phase 4 Portfolio & Professional Discussion
› Programme induction › Introduction to Ofqual/ETF context › ASSU01 — Induction & Knowledge › Reflective practice baseline › Initial needs analysis and placement confirmation	› ASSU02/03 LO1 — Assessment Planning › Risk-based sampling design › Preparation of assessment documentation › Review of centre policies and regulation	› ASSU02/03 LO2 — Applied Assessment Practice › Sampling, observation and standardisation › Professional discussion 1 › Formative feedback and portfolio building	› ASSU02/03 LO3-4 — Portfolio & Reflection › Team allocation and SMART objectives › Monitoring and evaluation of team work › Professional discussion 2 · summative review
24 GLH · 6 DSH	20 GLH · 20 DSH	20 GLH · 20 DSH	20 GLH · 20 DSH (Certificate only)

Assessment Strategy

The assessment framework is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

Assessment Strategy	This suite can be assessed using AO supplied assessment tasks, which are outlined below. › Centres using AO assessment materials must apply them consistently. These are designed to promote validity, reliability, manageability and comparability. › Centres developing own materials must submit to the AO for approval prior to delivery, with detailed qualification mapping.
Assessment Grading	All units in this suite are assessed on a pass-only basis. Learners must pass ALL learning outcomes and assessment criteria within each unit.
Assessment Environment	Portfolio of evidence from a real work-based assessment environment with access to at least two learners/candidates (competence-based qualifications). Professional discussion may be conducted in person or via secure video conferencing with robust authentication. Observation of practice, planned and structured against unit assessment criteria, carried out by a qualified assessor; minimum two observed assessments with different candidates for ASSU02 and ASSU03.
Assessment Authentication	The centre must ensure learners complete all assessment tasks independently. All work must be the learner's own. Assessors authenticate work during practical observations and professional discussions. The portfolio must be authenticated by the lead mentor and the employer, and the learner must provide an authentication statement before submission.
Assessment Marking	Assessments must only be marked by assessors approved by the AO, in accordance with the fair and VARCS rules of evidence: Valid, Authentic, Relevant, Current and Sufficient. Learners dissatisfied with decisions should follow the centre's appeals process.
Assessment Attainment	Assessment is graded on a pass-only basis. Attainment indicators are confirmed in the unit specifications in Part 3. Learners must produce evidence against each task, marked in line with the attainment indicators.
Assessment Retakes	Learners are granted three assessment opportunities per component. Charges for reassessment are at the centre's discretion. All assessments must be completed within the 2-year registration period.
Assessment Remarks	Re-marks must be enforced at the request of internal or external moderators or in the event of a learner appeal. Written work must be re-marked by an alternative assessor. Where two outcomes differ, a third re-mark is required. Where there are insufficient qualified assessors, contact the Transcend Team.

AO Devised Assessment Strategy

The recognised centre must ensure the following assessment strategy is complied with. Assessment evidence is organised into the following method categories. Centres may combine or sequence these methods flexibly, provided all learning outcomes and assessment criteria are fully evidenced.

Knowledge

Learners must complete structured written tasks that assess their understanding of the principles, roles, responsibilities, and legal requirements of assessment. Written evidence must be mapped directly to the learning outcomes and assessment criteria of Unit ASSU01 (Understanding the Principles and Practices of Assessment).

Knowledge evidence must:

- be sufficiently varied in format and depth to assess both breadth and depth of understanding
- require the learner to apply knowledge to realistic assessment scenarios or workplace contexts
- be designed to elicit responses that demonstrate independent thought, interpretation of key legislation, and critical reflection on assessment practices

The assessor must:

- confirm that all responses are the learner's own work, free from plagiarism or third-party input
- review the submission and provide developmental feedback aligned to the learning outcomes
- offer the learner the opportunity to revise or expand on responses to meet any unmet criteria
- ensure each response is mapped clearly to the relevant LOAC from ASSU01 using a marking grid or mapping template

Written evidence may be completed digitally or in hard copy. Remote submission is permitted provided authenticity is verified in line with Transcend's assessment conditions.

Planning

Learners completing ASSU02 and/or ASSU03 must produce a comprehensive set of planning documents that demonstrate their ability to prepare for and manage assessment activity with real learners or candidates.

Planning evidence must include:

- assessment plans identifying the methods, timings and resources to be used with each candidate
- evidence of initial assessment or skills analysis used to inform the assessment approach
- a schedule of planned assessment activities aligned to the qualification requirements and candidate availability
- evidence that planning has been agreed with the candidate and any relevant colleagues

Where both ASSU02 and ASSU03 are being assessed, the learner must demonstrate how assessment planning is applied across different assessment contexts and candidate groups.

Application

Learners completing ASSU02 and/or ASSU03 must be observed carrying out real-time assessment activities involving a minimum of two different candidates. The observation must demonstrate the learner's ability to plan, conduct and review competence-based assessments in an environment that reflects occupational standards.

Observed assessment practice must demonstrate:

- use of valid, fair and reliable assessment methods appropriate to the evidence being assessed
- effective communication with candidates before, during and after assessment
- accurate and fair assessment decisions supported by clear justification
- constructive feedback to candidates on their performance and next steps
- accurate completion of assessment records and documentation

If the learner is completing both ASSU02 and ASSU03, assessments with different candidates may contribute evidence toward both units, provided the assessment methods and contexts are distinct.

The assessor must:

- plan and structure each observation against the relevant unit assessment criteria
- complete a formal observation record identifying which LOACs have been met
- ensure observation is mapped directly to LOAC for ASSU02 and/or ASSU03 as applicable

Portfolio

Learners must compile and present a portfolio of evidence that reflects the ongoing responsibilities of the assessor role. The portfolio provides the primary vehicle for demonstrating sustained competence across all assessed units.

The portfolio must include:

- completed assessment records, observation forms and candidate feedback documentation
- evidence of contributing to or participating in standardisation activities
- communication records with candidates, colleagues and quality assurance staff
- records of continuing professional development (CPD) activities relevant to assessment practice

For learners completing the Certificate (ASSU01+ASSU02+ASSU03), portfolio evidence must demonstrate breadth across all three units, showing competence in both workplace and vocational assessment contexts.

Reflection

Learners must provide evidence of critical reflection on their own assessment practice, including a structured professional discussion with their assessor. Reflection provides the mechanism for confirming depth of understanding, professional judgement, and the ability to evaluate and improve assessment practice over time.

Reflective evidence must demonstrate:

- analysis of own assessment decisions, including what went well and what could be improved
- consideration of equality, diversity and inclusion in assessment practice
- understanding of how assessment practice aligns to quality assurance requirements
- identification of areas for professional development and an action plan for improvement

Professional discussion:

Learners on ASSU02 and/or ASSU03 must complete a minimum of two planned observations of live assessment activity (with different candidates) followed by a professional discussion. The observation and discussion must together confirm coverage of all LOACs not fully evidenced by the portfolio. Observation and discussion together should last 60–90 minutes. Professional discussion may be conducted in person or via secure video conferencing with robust authentication.

Learners must provide evidence of critical reflection on their own assessment practice, including a structured professional discussion with their assessor. Reflection provides the mechanism for confirming depth of understanding, professional judgement, and the ability to evaluate and improve assessment practice over time.

Reflective evidence must demonstrate:

- analysis of own assessment decisions, including what went well and what could be improved
- consideration of equality, diversity and inclusion in assessment practice
- understanding of how assessment practice aligns to quality assurance requirements
- identification of areas for professional development and an action plan for improvement

Professional discussion:

Learners on ASSU02 and/or ASSU03 must complete a minimum of two planned observations of live assessment activity (with different candidates) followed by a professional discussion. The observation and discussion must together confirm coverage of all LOACs not fully evidenced by the portfolio. Observation and discussion together should last 60–90 minutes. Professional discussion may be conducted in person or via secure video conferencing with robust authentication.

Quality Assurance Conditions

The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this suite has been assigned a **medium-risk** profile based on the risk indicators below.

Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	MEDIUM RISK		

EQA

The recognised centre must refer to Transcend Recognised Centre Conditions for EQA requirements.

Part 03

Unit Specifications

Qualification Structure

This suite is comprised of mandatory units. Each qualification within the suite is awarded on completion of all mandatory units associated with that title. The structure is pre-determined and fixed to maintain qualification integrity, consistency and alignment to the Education and Training Foundation (ETF) Professional Standards. Each unit specification sets out the learning outcomes, assessment criteria, delivery content and assessment attainment indicators.

Unit	Title	AO Ref	Ofqual Ref	Level	GLH	DSH	TUT	Credit
ASSU01	Understanding the Principles and Practices of Assessment	QU001863	D/601/5313	3	24	6	30	3
ASSU02	Assess Occupational Competence in the Work Environment	QU001798	H/601/5314	3	30	30	60	6
ASSU03	Assess Vocational Skills, Knowledge and Understanding	QU001865	F/601/5319	3	30	30	60	6
Summary (Certificate — all 3 units)					84	66	150	15

QAN	Qualification Title	ASSU01	ASSU02	ASSU03
610/7477/9	Transcend Level 3 Award in Understanding the Principles and Practices of Assessment	✓		
610/7478/0	Transcend Level 3 Award in Assessing Competence in the Work Environment	✓	✓	
610/7479/2	Transcend Level 3 Award in Assessing Vocationally Related Achievement	✓		✓
610/7480/9	Transcend Level 3 Certificate in Assessing Vocational Achievement	✓	✓	✓

Unit Aim	To assess the learner's knowledge and understanding of the principles and practices that underpin assessment in learning and development. This is a knowledge-only unit covering functions of assessment, key concepts, planning, involving the learner, decision-making, quality assurance, feedback, and applying assessment principles to own practice.
References	AO Ref: QU001863 · Ofqual Ref: D/601/5313 · Level: 3 · GLH: 24 · DSH: 6 · TUT: 30 · Credits: 3

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Understand the principles and requirements of assessment	AC1.1 Explain the function of assessment in learning and development	Functions of assessment › How assessment drives learner progress and achievement within a qualification framework › The difference between formative and summative assessment and when each is used › The role of assessment in confirming competence and awarding qualifications › How assessment supports professional development and continuing improvement › Variation in assessment functions across sectors and qualification types Attainment Indicator: <i>Learner explains the function of assessment with reference to learning and development, including the role of assessment in confirming competence and supporting progression.</i>
	AC1.2 Define the key concepts and principles of assessment	Key concepts and principles: VARCS › Definitions of validity, reliability, authenticity, sufficiency and currency › How each VARCS principle supports fair and consistent assessment practice › Worked examples illustrating how each principle is applied in assessor decisions › Implications of poor application of VARCS principles in practice › Comparison of how principles operate across different assessment methods Attainment Indicator: <i>Learner defines each of the core principles of assessment (validity, reliability, authenticity, sufficiency, currency) and illustrates each with an applied example.</i>
	AC1.3 Explain the responsibilities of the assessor	Responsibilities of the assessor › Key duties: planning, conducting, recording and feeding back on assessment › Acting with impartiality, objectivity and consistency › Maintaining records and meeting awarding-organisation requirements › Safeguarding learner confidentiality and managing sensitive information › Accountability to learners, the centre and the awarding organisation Attainment Indicator: <i>Learner explains the responsibilities of the assessor including planning, conducting, recording and feeding back on assessment, and acting with impartiality and objectivity.</i>
	AC1.4 Identify the regulations and requirements relevant to the	Regulatory context for assessment › Identify the regulatory frameworks applicable to assessment in own area › Awarding-organisation requirements that inform assessment decisions › Centre policies and procedures relating to assessment

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	assessment in own area of practice	› Sector and vocational standards that underpin assessment › Practical impact of regulation and policy on day-to-day assessment Attainment Indicator: <i>Learner identifies the regulatory frameworks, awarding-organisation requirements and centre policies that apply to assessment in their own area of practice.</i>
LO2 Understand different types of assessment method	AC2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	Strengths and limitations of assessment methods › Range of methods: observation, questioning, portfolio, assignment, skills test, simulation › Reliability and validity of different methods in meeting individual needs › Strengths of each method for specific learner contexts and evidence types › Limitations and risks of each method › Reflective comparison drawing on own or observed practice Attainment Indicator: <i>Learner compares at least three assessment methods, identifying the strengths and limitations of each in meeting the needs of individual learners.</i>
LO3 Understand how to plan assessment	AC3.1 Summarise key factors to consider when planning assessment	Key factors in planning assessment › Information needed before assessment can be planned (starting points, prior achievement) › Agreeing an assessment plan with the learner and others › Methods, timings, evidence requirements and access arrangements › Communication, resources and administrative arrangements › How factors are balanced in own or observed planning Attainment Indicator: <i>Learner summarises the key factors to consider when planning assessment, including learner starting points, methods, timings and evidence requirements.</i>
	AC3.2 Evaluate the benefits of using a holistic approach to assessment	Benefits of a holistic approach › Definition of holistic assessment and how it differs from unit-by-unit › How holistic assessment reduces duplication of evidence › Benefits for the learner, the assessor and the centre › How holistic approaches support learner efficiency and engagement › Suitability of holistic assessment in different contexts Attainment Indicator: <i>Learner evaluates the benefits of a holistic assessment approach, demonstrating a considered judgement about efficiency, validity and learner experience.</i>
	AC3.3 Explain how to plan a holistic approach to assessment	Planning a holistic approach › Identifying cross-unit evidence opportunities in own context › Mapping planned activities to relevant LOs and ACs across units › Sample holistic assessment plan structure › Sequencing of activities to maximise coverage › Practical considerations in delivering holistic plans Attainment Indicator: <i>Learner explains how to plan a holistic approach, identifying cross-unit evidence opportunities and mapping activities to multiple criteria.</i>
	AC3.4	Risks in assessment

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Summarise the types of risks that may be involved in assessment in own area of responsibility AC3.5 Explain how to minimise risks through the planning process	› Common risks: learner malpractice, assessor bias, inauthenticity of evidence › Health, safety and welfare risks during assessment › How risks vary across different methods and contexts › Risk assessment procedures relevant to own practice › Examples of risks encountered and managed Attainment Indicator: <i>Learner summarises the risks that may be involved in assessment in their own area, including malpractice, bias, authenticity and health and safety risks.</i> Minimising risks through planning › Control measures embedded in assessment plans › Authentication strategies to reduce risk of plagiarism or collusion › Risk mitigation in scheduling and monitoring › Balancing rigour and learner experience when mitigating risk › Recording of risk decisions in the plan Attainment Indicator: <i>Learner explains how risks are minimised through planning, including control measures, authentication strategies and monitoring.</i>
LO4 Understand how to involve learners and others in assessment	AC4.1 Explain the importance of involving the learner and others in the assessment process	Involving learners and others › How involving learners increases engagement, motivation and ownership › Roles of others: workplace supervisors, witnesses, mentors › How involvement contributes to validity and authenticity › Communication and information sharing during assessment › Reflective examples from own or observed practice Attainment Indicator: <i>Learner explains why involving the learner and others (e.g. supervisors, witnesses) supports engagement, authenticity and validity of assessment.</i>
	AC4.2 Summarise types of information that should be made available to learners and others involved in the assessment process	Information for learners and others › Assessment plans, criteria, expectations and timings › Centre policies on assessment, appeals and malpractice › Access to assessment decisions and feedback information › Information about appeals and dispute procedures › Transparency and accessibility of assessment information Attainment Indicator: <i>Learner summarises the types of information that must be available to learners and others, including assessment plans, criteria, expectations and feedback.</i>
	AC4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	Peer and self-assessment › Purposes and benefits of peer and self-assessment › How to structure peer and self-assessment activities for credibility › Examples of effective use in own or observed practice › Tools that support peer/self-assessment (rubrics, prompts) › The assessor's role in facilitating credible peer/self-assessment

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: Learner explains how peer and self-assessment can be used effectively to promote learner ownership and personal responsibility.
	AC4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners	Adapting assessment arrangements › Reasonable adjustments and special considerations › Adapting format, timings and access arrangements › Agreement of adjustments with the learner and awarding body › Examples of how adaptations have been applied in own practice › Balancing equity with integrity of assessment Attainment Indicator: Learner explains how assessment arrangements can be adapted to meet individual needs through reasonable adjustments and special considerations.
LO5 Understand how to make assessment decisions	AC5.1 Explain how to judge whether evidence is: sufficient, authentic, current	Judging evidence: sufficient, authentic, current › Definitions of sufficiency, authenticity and currency › How the assessor judges each principle against presented evidence › Common strategies to check authenticity (professional discussion, witness testimony) › Decision-making where evidence is insufficient, inauthentic or out of date › Recording of judgements made against each principle Attainment Indicator: Learner explains how to judge whether evidence is sufficient, authentic and current, with specific strategies for confirming each.
	AC5.2 Explain how to ensure that assessment decisions are: made against specified criteria, valid, reliable, fair	Ensuring valid, reliable, fair decisions › How decisions are referenced directly to specified criteria › How validity, reliability and fairness are assured in decision making › Role of sampling, moderation and standardisation › How decisions stand up to scrutiny by IQA and EQA › Recording of professional judgement and rationale Attainment Indicator: Learner explains how to ensure assessment decisions are made against specified criteria and are valid, reliable and fair.
LO6 Understand quality assurance of the assessment process	AC6.1 Evaluate the importance of quality assurance in the assessment process	Importance of quality assurance › How QA maintains consistency, validity and reliability across assessors › Role of internal and external QA in the assessment process › Consequences of weak or absent QA › How QA is experienced in own or observed practice › Contribution of QA to learner trust and centre reputation Attainment Indicator: Learner evaluates the importance of quality assurance, demonstrating considered judgement about how QA maintains consistency, validity and reliability.
	AC6.2	QA and standardisation procedures › QA and standardisation procedures operating in own centre › Typical sampling, standardisation and feedback cycle

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	Summarise quality assurance and standardisation procedures in own area of practice	› How procedures ensure consistent and defensible decisions › Assessor's role within the QA cycle › Records maintained as evidence of QA participation Attainment Indicator: <i>Learner summarises the quality-assurance and standardisation procedures operating in their own area of practice, including the assessor's role within them.</i>
	AC6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	Procedures for assessment disputes › Typical sources of dispute: appeals, malpractice, disagreements › Centre's appeals and complaints procedures › Assessor's role in supporting fair resolution › Importance of timely and transparent dispute procedures › Recording of dispute decisions and outcomes Attainment Indicator: <i>Learner summarises the procedures to follow when assessment disputes arise, referencing centre appeals and complaints processes.</i>
LO7 Understand how to manage information relating to assessment	AC7.01 Explain the importance of following procedures for the management of information relating to assessment AC7.02 Explain how feedback and questioning contribute to the assessment process	Managing assessment information › Legal, regulatory and ethical drivers (GDPR, DPA 2018, centre policy) › Types of information collected and stored during assessment › Secure storage, retention and access controls › Consequences of poor information management › Assessor's accountability for information management Attainment Indicator: <i>Learner explains the importance of following procedures for managing assessment information, including GDPR, DPA 2018 and centre confidentiality policies.</i> Feedback and questioning in assessment › Purposes of feedback and questioning in confirming learning › Questioning techniques to check understanding and authenticity › How feedback supports learner motivation and progression › Timing and format of feedback for maximum impact › Use of feedback and questioning in own assessment practice Attainment Indicator: <i>Learner explains how feedback and questioning contribute to the assessment process by checking understanding, supporting authenticity and developing learner practice.</i>
LO8 Understand the legal and good practice requirements in relation to assessment	AC8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	Legal issues, policies and procedures › Legal frameworks (GDPR, DPA 2018, Equality Act, Health & Safety at Work Act) › Organisational policies that translate law into practice › Assessor responsibilities for confidentiality, health, safety and welfare › Practical compliance in own assessment practice › How breaches are identified and managed Attainment Indicator: <i>Learner explains the legal issues, policies and procedures relevant to assessment, including confidentiality, health, safety and welfare requirements.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC8.2 Explain the contribution that technology can make to the assessment process	Technology in assessment › Technologies commonly used (e-portfolios, tracking systems, online assessment) › How technology supports efficiency, accessibility and authentication › Benefits and limitations of technology-enabled assessment › Use of technology in own or observed practice › Emerging trends and their implications for assessors Attainment Indicator: <i>Learner explains the contribution technology can make to the assessment process, including e-portfolios, online assessment and digital record-keeping.</i>
	AC8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	Equality, diversity and bilingualism › How equality and diversity principles apply throughout assessment › Reasonable adjustments and access arrangements › Role of bilingual approaches where relevant › Assessor's role in upholding inclusive assessment › Equality monitoring and reporting requirements Attainment Indicator: <i>Learner evaluates requirements for equality, diversity and (where appropriate) bilingualism in assessment, showing considered judgement about inclusive practice.</i>
	AC8.4 Explain the value of reflective practice and continuing professional development in the assessment process	Reflective practice and CPD › Definition of reflective practice and recognised models (Gibbs, Kolb, Schön) › How CPD supports the currency of the assessor's knowledge › How reflection and CPD feed into quality improvement › Own reflective practice and CPD planning › Evidencing CPD and reflective practice in assessor records Attainment Indicator: <i>Learner explains the value of reflective practice and CPD in maintaining assessor currency, professional judgement and continuing improvement.</i>

Unit Assessment Strategy	This unit is assessed via Knowledge evidence only. Learners must complete a structured written assignment mapped to all learning outcomes and assessment criteria. All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Knowledge (written assignment)
What the learner produces	A single structured written assignment covering all 25 ACs across 8 LOs. Knowledge-only unit underpinning practical assessment work.
Practice Requirement	No workplace practice required; previous assessing or teaching experience helpful for contextualising examples.
Authenticity Controls	Plagiarism and AI-detection checks. Reference list required. Assessor authenticity declaration per AC.

Unit Aim

To assess the learner's performance in assessing occupational competence in an individual's work environment. There must be evidence of planning, judging evidence, providing feedback and recording — drawn from assessment of at least two candidates.

References

AO Ref: QU001798 · Ofqual Ref: H/601/5314 · Level: 3 · GLH: 30 · DSH: 30 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to plan the assessment of occupational competence	AC1.1 Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Planning the assessment of occupational competence › Selection and rationale of methods: observation, examining products, questioning, discussion, witness testimony, learner statements, RPL › Coverage of all relevant assessment criteria across the unit › Appropriateness of each method to occupational context and learner › How the plan accommodates different evidence types holistically › Documentation of agreed plan with the learner Attainment Indicator: <i>Learner produces a structured assessment plan that identifies which of the required methods will be used, provides a rationale for each, and ensures full criteria coverage.</i>
	AC1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner	Communicating purpose and process › Explaining qualification requirements, criteria and evidence expectations › Establishing a supportive and transparent assessment relationship › Confirmation of understanding from the learner › Use of professional discussion to clarify expectations › Reducing learner anxiety through clear communication Attainment Indicator: <i>Learner communicates the purpose, requirements and processes of assessment to the learner clearly, confirmed in writing or by planned discussion.</i>
	AC1.3 Plan the assessment of occupational competence to address learner needs and current achievements	Planning to meet learner needs › Initial assessment and starting points informing the plan › Identifying gaps in evidence and planning activities to address them › Reasonable adjustments and prior learning incorporated into planning › Sequencing of evidence-gathering across the programme › Reviewing and updating the plan as learner progresses Attainment Indicator: <i>Learner plans assessment that responds to learner needs and current achievements, including reasonable adjustments and recognition of prior learning.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC1.4 Identify opportunities for holistic assessment	Holistic assessment opportunities › Mapping workplace activities to multiple Acs across units › Identifying and recording holistic opportunities in the plan › How holistic assessment reduces burden on the learner › Maintaining rigour and validity in holistic assessment › Sequencing activities to maximise holistic coverage Attainment Indicator: <i>Learner identifies and records opportunities for holistic assessment, mapping single workplace activities to multiple assessment criteria.</i>
LO2 Be able to make assessment decisions about occupational competence	AC2.1 Use valid, fair and reliable assessment methods including: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	Using valid, fair and reliable methods › Live use of all required methods: observation, products, questioning, discussion, witnesses, statements, RPL › Rationale for method selection in each instance › Ensuring methods are valid, fair and reliable for the context › Evidence across a minimum of two learners › Consistent application of methods over time Attainment Indicator: <i>Learner demonstrates the use of all required assessment methods across a minimum of two learners, ensuring valid, fair and reliable assessment.</i>
	AC2.2 Make assessment decisions of occupational competence against specified criteria	Making assessment decisions against criteria › Recording decisions referenced to specific Los and Acs › Applying VARCS principles objectively and without bias › Professional judgement evidenced in rationale for each decision › Reflective practice on decision-making › Authentication of decisions through documentation Attainment Indicator: <i>Learner records assessment decisions referenced to specific learning outcomes and assessment criteria, applying the VARCS principles objectively.</i>
	AC2.3 Follow standardisation procedures	Following standardisation procedures › Standardisation procedures relevant to own centre and qualification › Evidence of contributing to standardisation activity (cross-marking, team meetings) › How standardisation supports consistent decision-making › Records of standardisation outcomes › Acting on standardisation feedback Attainment Indicator: <i>Learner follows centre standardisation procedures and provides evidence of contributing to or participating in standardisation activity.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	Feedback to learners › Clear, specific and developmental feedback linked to decisions › Identifying confirmed achievement and outstanding requirements › Quality and timing of feedback supporting learner motivation › Verbal and written feedback methods › How feedback prompts learner action and progression Attainment Indicator: <i>Learner provides clear, specific and developmental feedback that affirms achievement and identifies any further requirements or next steps.</i>
LO3 Be able to provide required information following the assessment of occupational competence	AC3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress	Maintaining assessment records › Accurate observation reports, feedback records and tracking sheets › Secure storage accessible for IQA, EQA and audit › Records capturing progress over time and across activities › Version control and document integrity › Centre or awarding-organisation templates used where required Attainment Indicator: <i>Learner maintains accurate, auditable records of assessment decisions, outcomes and learner progress, stored securely and accessible for IQA/EQA.</i>
	AC3.2 Make assessment information available to authorised colleagues	Sharing information with authorised colleagues › How records are shared with IQAs, line managers and authorised persons › Compliance with centre information-sharing policy › Access controls and record storage protocols › Importance of timely and accurate information sharing › Limits to information sharing where confidentiality applies Attainment Indicator: <i>Learner makes assessment information available to IQAs, line managers and other authorised colleagues in line with centre information-sharing policy.</i>
	AC3.3 Follow procedures to maintain the confidentiality of assessment information	Confidentiality of assessment information › Confidentiality requirements applicable to records in own context › Compliance with GDPR and DPA 2018 › Secure handling, transfer and disposal of confidential material › Professional responsibilities at all times › Recognising and responding to confidentiality breaches Attainment Indicator: <i>Learner follows confidentiality procedures consistent with GDPR and DPA 2018 when handling and storing assessment information.</i>
LO4 Be able to maintain legal and good practice requirements when assessing occupational competence	AC4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare	Following relevant policies and legislation › Policies and legislation applicable to assessment in own vocational area › Health, safety and welfare requirements during workplace assessment › How these requirements are met in observation and feedback › Reflective account of policy application › Records of risk assessment and compliance

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: Learner follows relevant policies, procedures and legislation, including health, safety and welfare requirements, throughout the assessment process.
	AC4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence	Equality, diversity and bilingualism › Equality and diversity principles applied in planning and delivery › Examples of adaptations to ensure inclusive practice › Bilingual approaches or accessible formats where relevant › Recognising and challenging bias › Records of inclusive practice in assessment Attainment Indicator: Learner applies equality and diversity (and where appropriate bilingualism) requirements in both assessment planning and delivery.
	AC4.3 Evaluate own work in carrying out assessments of occupational competence	Evaluating own work › Reflective account evaluating quality and effectiveness of own activity › Specific strengths and areas for improvement after each assessment › Reflection informing action planning and professional development › Use of feedback from learners, IQAs and peers in evaluation › Evidence of continuing improvement over time Attainment Indicator: Learner produces a reflective evaluation of their own assessment practice that identifies specific strengths and areas for development.
	AC4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Maintaining currency of own expertise › CPD activities maintaining occupational and assessment competence › Application of current sector knowledge to assessment decisions › How CPD supports credibility and quality › CPD plan linked to own role and learner outcomes › Records of CPD and reflective practice Attainment Indicator: Learner maintains the currency of own expertise through documented CPD and applies current sector knowledge to assessment decisions.

Unit Assessment Strategy	This unit is assessed via Planning, Application, Portfolio and Reflection. Learners must produce assessment planning documents, be observed conducting live assessment activity with a minimum of two different candidates in the work environment, compile a portfolio of assessment evidence, and complete a reflective professional discussion (60–90 minutes). All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).
Assessment Method	Planning + Application + Portfolio + Reflection
What the learner produces	Assessment plans for at least 2 candidates, observed assessment of those candidates, portfolio of records / feedback / policies, and a reflective account on own practice.

Practice Requirement

Workplace practice: assessing occupational competence of at least 2 candidates in a workplace context relevant to learner own sector.

Authenticity Controls

Witness statements where appropriate. Observation reports. Candidate signed feedback. Reflective account in learner own voice.



Unit Aim	To assess the learner's performance in assessing vocational skills, knowledge and understanding in a workshop, classroom or other training environment. Evidence comes from using a range of assessment methods with learners and recording decisions.
References	AO Ref: QU001865 · Ofqual Ref: F/601/5319 · Level: 3 · GLH: 30 · DSH: 30 · TUT: 60 · Credits: 6

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO1 Be able to prepare assessments of vocational skills, knowledge and understanding	AC1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning	Selecting assessment methods › Methods to assess vocational skills, knowledge and understanding (assignments, projects, skills tests, presentations, oral and written questioning, professional discussion) › Documented rationale that addresses learner needs and assessment requirements › How methods together produce VARCS-compliant evidence › Consideration of practical constraints and access requirements › Adaptations for individual learners Attainment Indicator: <i>Learner selects appropriate methods to assess vocational skills, knowledge and understanding, providing a documented rationale that addresses learner needs and assessment requirements.</i>
	AC1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	Preparing resources and conditions › Physical or simulated conditions required for assessment › Resources, materials and equipment prepared in advance › Health and safety considerations in preparation › Accessibility of conditions for all learners › Records of preparation and risk assessment Attainment Indicator: <i>Learner prepares the resources and physical or simulated conditions needed for assessment, ensuring they are fit for purpose and accessible.</i>
	AC1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding	Communicating purpose and process › Explaining purpose, requirements and processes to the learner › Confirmation of learner understanding › Establishing a supportive and transparent assessment relationship › Use of professional discussion to clarify expectations › Reducing learner anxiety through clear communication

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
		Attainment Indicator: <i>Learner communicates the purpose, requirements and processes of assessment to the learner clearly, with confirmation of learner understanding.</i>
LO2 Be able to carry out assessments of vocational skills, knowledge and understanding	AC2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	Managing assessments to requirements › Conducting assessment in line with AO conditions and centre policy › Time management and adherence to assessment schedules › Compliance with internal quality assurance requirements › Records of assessment activity for audit › Managing the assessment environment for fairness Attainment Indicator: <i>Learner manages assessments of vocational skills, knowledge and understanding in line with assessment requirements, awarding-organisation conditions and centre policy.</i>
	AC2.2 Provide support to learners within agreed limitations	Providing support within agreed limits › Boundaries of support permitted during assessment › Recognising when support compromises authenticity or validity › How clarification is offered without leading the learner › Recording of support given and rationale › Reasonable adjustments compared with support during assessment Attainment Indicator: <i>Learner provides support to the learner during assessment within the agreed limitations, without compromising authenticity or validity.</i>
	AC2.3 Analyse evidence of learner achievement	Analysing learner evidence › Analysis of evidence against specified criteria › Sufficiency, authenticity and currency of evidence › Use of cross-references between evidence and criteria › Identification of gaps and additional evidence needed › Recording of analysis and judgement Attainment Indicator: <i>Learner analyses learner evidence against specified criteria, identifying its sufficiency, authenticity and currency.</i>
	AC2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	Making decisions against criteria › Recording decisions referenced directly to specified criteria › Applying VARCS principles objectively and without bias › Professional judgement evidenced in rationale for each decision › Use of moderation to confirm decisions where appropriate › Authentication of decisions through documentation Attainment Indicator: <i>Learner makes recorded assessment decisions referenced directly to the specified criteria, applying VARCS principles objectively.</i>
	AC2.5 Follow standardisation procedures	Following standardisation procedures › Standardisation procedures relevant to own centre and qualification › Evidence of contributing to or participating in standardisation › How standardisation supports consistent decision-making

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
	AC2.6 Provide feedback to the learner that affirms achievement and identified any further implications for learning, assessment and progression	› Records of standardisation outcomes › Acting on standardisation feedback Attainment Indicator: <i>Learner follows centre standardisation procedures and contributes to or participates in standardisation activity.</i> Providing developmental feedback › Clear, specific and developmental feedback linked to decisions › Identifying achievement and any next steps for progression › Quality and timing of feedback supporting learner motivation › Verbal and written feedback methods › How feedback prompts learner action Attainment Indicator: <i>Learner provides clear, specific and developmental feedback that affirms achievement and identifies any further requirements or next steps for progression.</i>
LO3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding	AC3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress	Maintaining assessment records › Records of assessment activity, decisions and outcomes › Tracking learner progress over time › Secure storage accessible for IQA, EQA and audit › Use of centre or awarding-organisation templates where required › Version control and document integrity Attainment Indicator: <i>Learner maintains accurate, auditable records of assessment of vocational skills, knowledge and understanding, including decisions, outcomes and progress.</i>
	AC3.2 Make assessment information available to authorised colleagues as required	Sharing information with colleagues › How information is shared with IQAs, line managers and authorised persons › Compliance with centre information-sharing policy › Access controls and record storage protocols › Timely and accurate sharing in support of QA › Limits to information sharing where confidentiality applies Attainment Indicator: <i>Learner makes assessment information available to authorised colleagues in line with centre information-sharing policy.</i>
	AC3.3 Follow procedures to maintain the confidentiality of assessment information	Confidentiality of assessment information › Confidentiality requirements applicable to records › Compliance with GDPR and DPA 2018 › Secure handling, transfer and disposal of confidential material › Professional responsibilities at all times › Recognising and responding to confidentiality breaches Attainment Indicator: <i>Learner follows confidentiality procedures consistent with GDPR and DPA 2018 when handling and storing assessment information.</i>

Learning Outcome	Assessment Criteria	Delivery Content & Assessment Attainment Indicators
LO4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	AC4.1 Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare	Following policies and legislation › Policies and legislation applicable to assessment of vocational skills › Health, safety and welfare requirements during assessment › How these requirements are met in observation and review › Reflective account of policy application › Records of risk assessment and compliance Attainment Indicator: <i>Learner follows relevant policies, procedures and legislation, including health, safety and welfare requirements, throughout the assessment process.</i>
	AC4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism	Equality, diversity and bilingualism › Equality and diversity principles applied in planning and delivery › Examples of adaptations to ensure inclusive practice › Bilingual approaches or accessible formats where relevant › Recognising and challenging bias › Records of inclusive practice in assessment Attainment Indicator: <i>Learner applies equality and diversity (and where appropriate bilingualism) requirements in both assessment planning and delivery.</i>
	AC4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	Evaluating own work › Reflective account evaluating quality and effectiveness of own activity › Specific strengths and areas for improvement after each assessment › Reflection informing action planning and CPD › Use of feedback from learners, IQAs and peers in evaluation › Evidence of continuing improvement Attainment Indicator: <i>Learner produces a reflective evaluation of their own assessment practice that identifies specific strengths and areas for development.</i>
	AC4.4 Take part in continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	Continuing professional development › CPD activities maintaining vocational and assessment expertise › Application of current sector knowledge to assessment decisions › How CPD supports credibility and quality › CPD plan linked to own role and learner outcomes › Records of CPD and reflective practice Attainment Indicator: <i>Learner takes part in documented CPD to maintain current expertise and competence in assessing vocational skills, knowledge and understanding.</i>

Unit Assessment Strategy

This unit is assessed via Planning, Application, Portfolio and Reflection. Learners must produce assessment planning documents, be observed conducting live assessment of vocational skills, knowledge and understanding with a minimum of two different candidates, compile a portfolio of assessment evidence, and complete a reflective professional discussion (60–90 minutes). All evidence must satisfy VARCS (Valid, Authentic, Reliable, Current and Sufficient).

Assessment Method	Planning + Application + Portfolio + Reflection
What the learner produces	Assessment plans showing varied methods, observed assessment using at least four methods with at least 2 learners, portfolio of records / feedback / policies, and a reflective account on own practice.
Observation	Minimum 1 observed assessment activity by a qualified observer + recorded evidence of further varied methods (e.g. questioning, professional discussion, written tests).
Practice Requirement	Workplace or training-environment practice, assessing vocational skills, knowledge and understanding of at least 2 learners using varied assessment methods.
Authenticity Controls	Witness statements where appropriate. Recorded professional discussions. Marked written / recorded assessments retained.

Appendix 01 Version Control

This document is subject to version control. Transcend Awards will request feedback from centres in advance of any change, inform centres in advance of re-publication, and track all changes here.

Version	Publication Date	Details
Version 01	20.05.2026	Initial publication of the Transcend Level 3 CAVA Suite Qualification & Unit Specification. Covers four qualifications: › L3 Award in Understanding the Principles and Practices of Assessment, › L3 Award in Assessing Competence in the Work Environment, › L3 Award in Assessing Vocationally Related Achievement, › L3 Certificate in Assessing Vocational Achievement. Incorporates AO Devised Assessment Strategy with method categories (Knowledge, Planning, Application, Portfolio, Reflection), AO Devised Delivery Model, and Quality Assurance Conditions. Filename: TL3-CAVA-QUS-V1-2026_VS

© Transcend Awards Limited · www.transcendawards.co.uk · services@transcendawards.co.uk