

CMI LEVEL 3 ASSESSOR QUALIFICATIONS

(RQF) Syllabus | November 2018 | Version 5



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UNITS

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- 20 3021 – Assess vocational skills, knowledge and understanding

QUALIFICATION PURPOSE

CMI Level 3 Award in Understanding the Principles and Practices of Assessment is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors. The purpose of this qualification is to confirm competence in the occupational role.

CMI Level 3 Award in Assessing Competence in the Work Environment is intended for assessors who access occupational in an individual's work environment.

CMI Level 3 Award in Assessing Vocationally Related Achievement is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment. (For example a workshop, classroom or other training environment)

CMI Level 3 Certificate in Assessing Vocational Achievement is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment. (For example a workshop, classroom or other training environment)

TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
3A11V2	CMI Level 3 Award in Understanding the Principles and Practices of Assessment	501/2212/5
3A12V2	CMI Level 3 Award in Assessing Competence in the Work Environment	501/2387/7
3A13V2	CMI Level 3 Award in Assessing Vocationally Related Achievement	501/2385/3
3C13V2	CMI Level 3 Certificate in Assessing Vocational Achievement	501/2388/9

KEY DATES

These qualifications are regulation from 1st October 2010 and the operational start date in CMI Centres is 1st January 2011. The review date for these qualifications is 31st December 2018.

PROGRESSION

Upon completion of an Assessor qualification at Level 3, Learners can progress to other qualifications within the suite.

ENTRY AND RECRUITMENT

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
 - addresses programme and organisational requirements
 - explains Learner facilities
 - identifies Learners' development needs
 - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

DEFINITIONS

Total Qualification Time (TQT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Total Unit Time (TUT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.*

Guided Learning Hours is defined as *the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

- a) *with the simultaneous physical present of the Learner and that person, or*
b) *remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 3 Award in Understanding the Principles and Practices of Assessment

Learners need to complete the mandatory unit to a total of 3 credits to achieve this qualification. The Total Qualification Time is 30 hours, including 24 hours of Guided Learning.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
3019	Understanding the principles and practices of assessment	3	24	30

CMI Level 3 Award in Assessing Competence in the Work Environment

Learners need to complete the mandatory units to a minimum of 9 credits to achieve this qualification. The Total Qualification Time is 90 hours, including 54 hours of Guided Learning.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
3019	Understanding the principles and practices of assessment	3	24	30
3020	Assess occupational competence in the work environment	6	30	60

CMI Level 3 Award in Assessing Vocationally Related Achievement

Learners need to complete the mandatory units to a minimum of 9 credits to achieve this qualification. The Total Qualification Time is 90 hours, including 54 hours of Guided Learning.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
3019	Understanding the principles and practices of assessment	3	24	30
3021	Assess vocational skills, knowledge and understanding	6	30	60

CMI Level 3 Certificate in Assessing Vocational Achievement

Learners need to complete the mandatory units to a minimum of 15 credits to achieve this qualification. The Total Qualification Time is 150 hours, including 84 hours of Guided Learning.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
3019	Understanding the principles and practices of assessment	3	24	30
3020	Assess occupational competence in the work environment	6	30	60
3021	Assess vocational skills, knowledge and understanding	6	30	60

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS) FOR LEARNING & DEVELOPMENT

UNIT NUMBER	UNIT NAME	NOS UNITS
3019	Understanding the principles and practices of assessment	9: Assess learner achievement
3020	Assess occupational competence in the work environment	9: Assess learner achievement
3021	Assess vocational skills, knowledge and understanding	9: Assess learner achievement

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 3; therefore CMI Centres are free to deliver the Level 3 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice, and
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

Please note that in relation to these qualifications, and unqualified learner assessor is not allowed to assess other unqualified assessors.

EVIDENCE REQUIREMENT & ASSESSMENT GUIDANCE

Unit 3019 Understanding the principles and practices of assessment

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

All assessment criteria in the units must be assessed using methods appropriate to the assessment of knowledge and understanding.

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

Unit 3020 Assess occupational competence in the work environment

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

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

Simulations are not allowed.

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

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

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions. *Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the learner assessor must be in the same location at the same time when observations are carried out.*

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

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

Unit 3021 Assess vocational skills, knowledge and understanding

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

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

- case studies
- recognising prior learning.

Simulations are not allowed.

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

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions. *Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the learner assessor must be in the same location at the same time when observations are carried out.*

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

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

This information is provided based on The Education & Training Foundation's *Qualification Guidance* document.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please [click here](#).

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please [click here](#).

STUDY RESOURCES

Management Direct

www.managers.org.uk/members

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 ebooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

UNDERSTANDING THE PRINCIPLES AND PRACTICES OF ASSESSMENT

Unit Level	3
Unit Number	3019
Regulatory Reference Number	D/601/5313
Credit Value	3
Total Unit Time (TUT)	30
Guided Learning (GL)	24

LEARNING OUTCOMES

1	Understand the principles and requirements of assessment
2	Understand different types of assessment method
3	Understand how to plan assessment

ASSESSMENT CRITERIA

1.1	Explain the functions of assessment in learning and development
1.2	Define the key concepts and principles of assessment
1.3	Explain the responsibilities of the assessor
1.4	Identify the regulations and requirements relevant to assessment in own area of practice
2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3.1	Summarise key factors to consider when planning assessment
3.2	Evaluate the benefits of using a holistic approach to assessment

		3.3	Explain how to plan a holistic approach to assessment
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
		3.5	Explain how to minimise risks through the planning process
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current
		5.2	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
		6.2	Summarise quality assurance and standardisation procedures in own area of practice
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7	Understand how to manage information relating to assessment	7.1	Explain how feedback and questioning contribute to the assessment process
		7.2	Explain the importance of following procedures for the management of information relating to assessment
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
		8.2	Explain the contribution that technology can make to the assessment process

8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment

8.4 Explain the value of reflective practice and continuing professional development in the assessment process

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Guidance for developing assessment arrangements for units (if applicable)

N/A

Additional assessment requirements specified by a sector or regulatory body

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

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

In gathering evidence for these qualifications, an unqualified learner assessor is not allowed to assess another unqualified assessor.

Relationship to Other Standards and Frameworks

This unit is underpinned by the Learning and Development National Occupational Standards (NOS), Standard 9: Assess learner achievement.

ASSESS OCCUPATIONAL COMPETENCE IN THE WORK ENVIRONMENT

Unit Level	3
Unit Number	3020
Regulatory Reference Number	H/601/5314
Credit Value	6
Total Unit Time (TUT)	60
Guided Learning (GL)	30

LEARNING OUTCOMES

1 Be able to plan the assessment of occupational competence

ASSESSMENT CRITERIA

1.1 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

1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner

1.3 Plan the assessment of occupational competence to address learner needs and current achievements

1.4 Identify opportunities for holistic assessment

2	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning
		2.2	Make assessment decisions of occupational competence against specified criteria
		2.3	Follow standardisation procedures
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
		4.3	Evaluate own work in carrying out assessments of occupational competence
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

- observation of performance in the work environment

	<ul style="list-style-type: none"> • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<p>Guidance for developing assessment arrangements for units (if applicable)</p>	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence for the following assessment methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at learner statements
<p>Additional assessment requirements specified by a sector or regulatory body</p>	<p>There must be evidence to cover all of the assessment methods listed in the units. The learner assessor’s performance evidence must be assessed by observation, examining the products of work and questioning or professional discussions.</p> <p>There must be evidence of the learner assessor carrying out at least two assessments of two learners’ occupational competence (four assessments in total). This occupational competence must not be in assessment itself.</p> <p>In gathering evidence for these qualifications, an unqualified learner assessor is not allowed to assess another unqualified assessor.</p>
<p>Relationship to Other Standards and Frameworks</p>	<p>This unit is underpinned by the Learning and Development National Occupational Standards (NOS), Standard 9: Assess learner achievement.</p>

ASSESS VOCATIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING

Unit Level

3

Unit Number

3021

Regulatory Reference Number

F/601/5319

Credit Value

6

Total Unit Time (TUT)

60

Guided Learning (GL)

30

LEARNING OUTCOMES

1

Be able to prepare assessments of vocational skills, knowledge and understanding

ASSESSMENT CRITERIA

1.1

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 test
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

1.2

Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

1.3

Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
		2.2	Provide support to learners within agreed limitations
		2.3	Analyse evidence of learner achievement
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
		2.5	Follow standardisation procedures
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
		3.2	Make assessment information available to authorised colleagues as required
		3.3	Follow procedures to maintain the confidentiality of assessment information
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:

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

	<ul style="list-style-type: none"> • assignments • projects • case studies • recognising prior learning <p>The unit does not require the design of assessments.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<p>Guidance for developing assessment arrangements for units (if applicable)</p>	<p>Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <ul style="list-style-type: none"> • assessment of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>
<p>Additional assessment requirements specified by a sector or regulatory body</p>	<p>Simulation is not allowed.</p> <p>The learner assessors performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the learner assessor carrying out at least two assessments of two learners’ skills, knowledge and understanding (four assessments in total).</p> <p>In gathering evidence for these qualifications, an unqualified learner assessor is not allowed to assess another unqualified assessor.</p>
<p>Relationship to Other Standards and Frameworks</p>	<p>This unit is underpinned by the Learning and Development National Occupational Standards (NOS), Standard 9: Assess learner achievement.</p>

APPENDIX 1

Revisions to Document

The below table summarises any revisions made to this document since March 2018.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Qualification extended	Qualification extended to 31 st July 2020	Version 4	15 th March 2018
First publication		Version 1	1 st Jan 2011