PART OF nocn GROUP

QUALIFICATION SPECIFICATION

Suite of Assessor Qualifications

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

Qualification No: 600/0740/0

NOCN Level 3 Award in Assessing Competence in the Work Environment

Qualification No: 600/0742/4

NOCN Level 3 Award in Assessing Vocationally Related Achievement

Qualification No: 600/0741/2

NOCN Level 3 Certificate in Assessing Vocational Achievement

Qualification No: 600/0739/4

Operational Start Date: 1st February 2011

Version: 7.1 May 2026

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of Centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with Centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our Centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website: www.nocn.org.uk/

Qualifications at a Glance

Title	Size
NOCN Level 3 Award in Understanding the Principles and Practices of Assessment - 600/0740/0	**GLH** – 24 **Credit** – 3 **TQT** - 30
NOCN Level 3 Award in Assessing Competence in the Work Environment - 600/0742/4	**GLH** – 54 **Credit** – 9 **TQT** – 90
NOCN Level 3 Award in Assessing Vocationally Related Achievement - 600/0741/2	**GLH** – 54 **Credit** – 9 TQT – 90
NOCN Level 3 Certificate in Assessing Vocational Achievement - 600/0739/4	**GLH** – 84 **Credit** – 15 **TQT** - 150
Purpose	**Target Audience**
The purpose of these qualifications is to equip learners with the knowledge and skills to progress to further learning or a job within the education sector.	These Level 3 qualifications are primarily for learners aged 19 and above who want to develop their knowledge and skills in assessment, whether as preparation for an assessor role or to enhance their competence in an existing assessment practice.
Content Overview	**Entry Requirements**
These Level 3 qualifications provide learners with a range of knowledge and skills. Learners will develop knowledge and skills that underpin occupational competence as assessors	There are no formal entry requirements for learners undertaking these qualifications. The qualifications can be undertaken without any previous training or qualifications in this subject area. However it is advised that learners already hold a Level 2 Qualification.
Assessment	**Additional Resources**
These qualifications are assessed by an internally set and internally assessed Portfolio of Evidence.	N/A

Summary of changes:

This section summarises the changes to the qualification specification since the last version (version 6.0 May 2023).

Version	Publication Date	Summary of Amendments
7.1	May 2026	Removal of assessment criteria 1.4 in unit Assess Vocational Skills, Knowledge and Understanding (F/601/5319) Minor amendments to scope of training throughout suite of qualifications.

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1. Overview of Qualification

These qualifications are vocationally based and as such, offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in the role of an assessor.

These qualifications will meet the following Ofqual objectives:

(a) preparing Learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding.

(b) preparing Learners to progress to a qualification in another subject area.

(c) meeting relevant programmes of learning.

(d) preparing Learners for employment.

These qualifications will equip learners with the knowledge and skills to progress to further learning or a job within the education sector.

- The **NOCN 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 practice of assessment without the requirement to practice as an assessor.

- The **NOCN Level 3 Award in Assessing Competence in the Work Environment** is intended for assessors who assess occupational competence in an individual's work environment. The objective of the qualification is to support a role in the workplace.

- The **NOCN Level 3 Award in Assessing Vocationally Related Achievement** qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or other training environment). The objective of the qualification is to support a role in the workplace.

- The **NOCN Level 3 Certificate in Assessing Vocational Achievement** will be appropriate for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment). The objective of the qualification is to support a role in the workplace.

The latest Assessment and Quality Assurance Qualifications Guidance from the Education & Training Foundation is available here.

Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications. The qualifications can be undertaken without any previous training or qualifications in this subject area. However it is advised that learners already hold a Level 2 Qualification.

Learners taking the unit entitled **Understanding the Principles and Practices of Assessment** do not have to be assessing learner work.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

These qualifications are available to learners aged **19** years or over**.**

Progression Routes

Achievement of these qualifications confirms the learner has gained the knowledge and skills required to:

- Progress onto Level 4 qualifications in Internal Quality Assurance (IQA).
- Progress onto Level 5 Learning and Development qualifications.
- Progress into job roles such as: Vocational Assessor, Skills Coach, Apprenticeship Assessor, FE Lecturer (with a teaching qualification), Training Officer.

2. Qualification Details

2.1. Qualification Structure

The **NOCN Level 3 Award in Understanding the Principles and Practices of Assessment** is a **3-credit** qualification with a Total Qualification Time (TQT) of **30** hours, including **24** Guided Learning Hours (GLH).

Learners **must** achieve all **3** credits from the **1** mandatory component.

Unit	M/O	Level	Ofqual Unit Ref	Credits	GLH	Assessment
Understanding the Principles and Practices of Assessment	M	L3	D/601/5313	3	24	Portfolio of Evidence

The **NOCN Level 3 Award in Assessing Competence in the Work Environment** is a **9** credit qualification with a Total Qualification Time (TQT) of **90**, hours including **54** Guided Learning Hours (GLH).

Learners **must** achieve all 9 credits from the **2** mandatory components.

Unit	M/O	Level	Ofqual Unit Ref	Credits	GLH	Assessment
Understanding the Principles and Practices of Assessment	M	L3	D/601/5313	3	24	Portfolio of Evidence
Assess Occupational Competence in the Work Environment	M	L3	H/601/5314	6	30	Portfolio of Evidence

The **NOCN Level 3 Award in Assessing Vocationally Related Achievement** is a **9** credit qualification with a Total Qualification Time (TQT) of **90** hours, including **54** Guided Learning Hours (GLH).

Learners **must** achieve all **9** credits from the **2** mandatory components.

Unit	M/O	Level	Ofqual Unit Ref	Credits	GLH	Assessment
Understanding the Principles and Practices of Assessment	M	L3	D/601/5313	3	24	Portfolio of Evidence
Assess Vocational Skills, Knowledge and Understanding	M	L3	F/601/5319	6	30	Portfolio of Evidence

The **NOCN Level 3 Certificate in Assessing Vocational Achievement** is a **15** credit qualification with a Total Qualification Time (TQT) of **150** hours, including **84** Guided Learning Hours (GLH).

Learners **must** achieve all **15** credits from the **3** mandatory components.

Unit	M/O	Level	Ofqual Unit Ref	Credits	GLH	Assessment
Understanding the Principles and	M	L3	D/601/5313	3	24	Portfolio of Evidence

Practices of Assessment						
Assess Vocational Skills, Knowledge and Understanding	M	L3	F/601/5319	6	30	Portfolio of Evidence
Assess Occupational Competence in the Work Environment	M	L3	H/601/5314	6	30	Portfolio of Evidence

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve these qualifications.

TQT is split into two areas:

Area	Example of activities
1. Guided Learning Hours (GLH): • Learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. • Includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.	• Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher. • Live webinar or telephone tutorial with a teacher in real time. • E-learning supervised by a teacher in real time. • All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training. • Exam time.
2. Other Learning Hours (OLH): • An estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: ○ Preparatory work. ○ Self-study. ○ Any other form of education or training, including assessment.	• Independent and unsupervised research / learning. • Unsupervised compilation of a portfolio of work experience. • Unsupervised e-learning. • Unsupervised e-assessment. • Unsupervised coursework. • Watching a pre-recorded podcast or webinar. • Unsupervised work-based learning.

2.3. Assessment and Evidence

These qualifications are made up of internally set and internally assessed units.

Internal assessment (internally set and internally assessed)

Internal assessment activity must ensure evidence of achievement against **all** the requirements specified within each component.

For assessments that are internally set, the IQA will need to ensure pre-verification of assessment tasks take place prior to its use to ensure that it is an appropriate assessment tool, that it is inclusive to learners of all needs, that it meets the principles of assessment and does not hinder learner attainment of the NOCN assessment evidence requirements.

Refer to the **NOCN Quality Assurance Manual** for further information on the Internal Quality Assurance process. This can be found on the NOCN website at www.nocn.org.uk

Centres must ensure that knowledge-based learning is at the correct level for the qualifications.

Assessment activities must be robust in that the assessment decisions are made based on evidence, which is valid, authentic, current, sufficient and reliable regarding the assessment taking place:

Valid	The validity of an assessment decision is ensuring that the right thing has been assessed in the right way to deliver an accurate assessment result.
Authentic	The assessment process must ensure that all evidence of achievement is authentic in that it has been created solely by the learner (unless otherwise required) and has not been plagiarised. If work was not authentic, it would undermine the entire the assessment process and overall qualification system.
Current	The assessment process must ensure that the evidence used to claim qualification or unit achievement reflects current industry/qualification practice. This can be done by ensuring that the evidence is relevant at the time of the assessment as well as ensuring that the assessor has used the most-up-date assessment documentation.
Sufficient	The Assessor must review assessment evidence to judge whether the learner has generated enough evidence at the right level to confidently cover all relevant learning outcome or assessment criteria requirements. The Assessor must also ensure their records of the assessment are complete, legible and accurate.
Reliable	The Assessor must ensure that they are making reliable and consistent assessment decisions across their learners and with other Assessors within the Centre. Assessment decisions must also be consistent over time and across academic/programme cycles. This can be supported by attending standardisation activities.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Approval process requires the Centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** for further details.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support Centres. This is available on the NOCN website at www.nocn.org.uk

2.7. Assessment and Evidence for the Components

Assessment materials are only available to Centres approved to deliver these qualifications.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

www.nocn.org.uk/support/nocn-support/quality-assurance/

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualifications have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

Tutor/Assessor Requirements:

Tutor/Assessors for this qualification must be demonstrably competent to teach and assess, therefore, they must:

- Hold verifiable knowledge of the subject matter at the level being taught, evidenced through an up-to-date CV or equivalent.
- Hold or be working towards a recognised education and training qualification.
- Have relevant teaching and assessment experience or be trained in teaching and assessment.
- Keep Continuous Professional Development current with industry best practices.

Internal Quality Assurer (IQA) Requirements:

Each Centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner.

Internal Quality Assurers for this qualification must be demonstrably competent to carry out internal quality assurance, therefore, they must

- Understand the subject area at the level being quality assured, evidenced through an up-to-date CV.
- Hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. Where working towards, countersigning arrangements must be in place through a qualified IQA.
- Keep Continuous Professional Development current with industry best practices.

Centre staff may undertake more than one role, e.g., Tutor, Assessor, or Internal Quality Assurer, but they cannot carry out any quality assurance on work that they have previously assessed.

Refer to the **NOCN Quality Assurance Manual** for further information on the Internal Quality Assurance process. This can be found on the NOCN website at www.nocn.org.uk/Data/Support_Downloads/NOCNQualityAssuranceManual(V7.3202208).pdf

3.1.1 Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.2 External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of recognised Centre approval status.

The External Quality Assurer will make regular visits to all Centres. During these visits they will:

Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process. This can be found on the NOCN website at www.nocn.org.uk

3.2. Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk, alternatively use Horizon to add this qualification to your Centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN Centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

4. Component Information

The Suite of Level 3 qualifications consists of Mandatory components. The qualification structures (see section 2) sets out the rules for achieving these qualifications.

To achieve these qualifications a learner must provide evidence of learning and achievement against all the assessment requirements within each of their chosen components.

A copy of all Mandatory components can be downloaded via the NOCN website.

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

https://www.nocn.org.uk/products/qualifications/600-0740-0-nocn-level-3-award-in-understanding-the-principles-and-practices-of-assessment/

NOCN Level 3 Award in Assessing Competence in the Work Environment

https://www.nocn.org.uk/products/qualifications/600-0742-4-nocn-level-3-award-in-assessing-competence-in-the-work-environment/

NOCN Level 3 Award in Assessing Vocationally Related Achievement

https://www.nocn.org.uk/products/qualifications/600-0741-2-nocn-level-3-award-in-assessing-vocationally-related-achievement/

NOCN Level 3 Certificate in Assessing Vocational Achievement

https://www.nocn.org.uk/products/qualifications/600-0739-4-nocn-level-3-certificate-in-assessing-vocational-achievement/

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