

FDQ - Qualification Specification

FDQ number	Qualification title	Qualification number (QN)	EQF Level	Review date
141-083	FDQ Level 3 Award in Assessing Competence in the Work Environment	600/2221/8	4	31/12/2025

Qualification Purpose

This qualification is designed for those who are working towards becoming assessors or are new to assessment and those who would like to progress to involvement with internal and external quality assurance of the assessment process. It is also available for those who wish to know about assessment and quality assurance but do not intend to or do not have the opportunity to practice so they can complete the knowledge unit only. Completion of the relevant competence unit at a later date would then be possible.

Ofqual purpose D. Confirm occupational competence and/or 'licence to practice'.

Sub purpose D1. Confirm competence in an occupational role to the standards required.

Learners need to be 19 years old or over to take this qualification. Learners do not require any prior qualifications or units or food skills experience to take this qualification. The qualification assesses and recognises competent achievement within the workplace.

This qualification is an award requiring achievement of 9 credits, graded at pass/fail.

See below for: (i) a complete list of units that make up the qualification and their value within the qualification and (ii) the minimum and maximum Credits, Guided Learning Hours and Total Qualification Time.

Qualification support

This qualification has been recognised for confirming occupational competence and is supported by the Food Training and Education Council. This qualification was developed by Lifelong Learning UK to cover assessment and quality assurance of assessment and is mapped to the Learning and Development National Occupational Standards. They supersede the A1, A2, V1 and V2 qualifications.

Further Information

Further information can be obtained from our website at: <http://www.fdq.org.uk>

Or by contacting FDQ:

Tel: 0113 859 1266

Email: fdq@fdq.org.uk

Assessment

Occupational skills (OS) units are designed to assess the learner's applied skills required to demonstrate competent performance in the workplace in a defined role. Assessment of this qualification is by learner portfolio of achievement. Evidence of performance can be supplemented by other assessment evidence e.g. witness testimony, work-related questioning, workplace documentation, photographic evidence and professional discussion.

Other assessment methods may be used to assess occupational knowledge (OK) requirements including e-assessment, multiple-choice examination and assignment. Assessment requirements are set out in individual units of assessment, see exemplar *H/601/5314 Assess occupational competence in the work environment*.

Reasonable adjustments apply that allow learner support for oral or other assessment adjustment arrangements to meet learner needs. All assessment activity is subject to internal quality assurance.

FDQ has in place a quality system comprising policies and procedures to ensure its qualifications are developed, delivered and remain fit for purpose. FDQ externally quality assures all centre assessment and internal quality assurance quality and arrangements.

Rules of Combination (RoC)

FDQ Level 3 Award in Assessing Competence in the Work Environment	
Total credits required for qualification	9
Total Qualification Time (TQT)	90 hours
Group A - mandatory	9 credits
Guided Learning Hours Range (min-max)	54 hours

List of units

Unit ref	Unit type	Unit title	Level	Credit	GLH
Group A Mandatory units					
D/601/5313	OK	Understanding the principles and practices of assessment	3	3	24
H/601/5314	OS/OK	Assess occupational competence in the work environment	3	6	30

Exemplar criteria unit of assessment

Title	Assess occupational competence in the work environment				
Ofqual unit ref	H/601/5314				
Level	3	Credit value	6	GLH	30
Learning outcomes	Assessment criteria				
The learner will:	The learner can:				
1. Be able to plan the assessment of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • 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 <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment.</p>				
2. Be able to make assessment decisions about occupational competence	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> • observation of performance 				

	<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>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.</p>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information.</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p>

	<p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.</p>
<p>Additional information about the unit</p>	
<p>Unit purpose and aim(s)</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<p>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</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 • recognising prior learning.
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