



## Qualification Specification

Highfield Level 3 **Award** in Understanding the Principles and Practices of Assessment (RQF)

Qualification Number: 600/3873/1

Highfield Level 3 **Award** in Assessing Competence in the Work Environment (RQF)

Qualification Number: 600/3861/5

Highfield Level 3 **Award** in Assessing Vocationally Related Achievement (RQF)

Qualification Number: 600/3872/X

Highfield Level 3 **Certificate** in Assessing Vocational Achievement (RQF)

Qualification Number: 600/3871/8

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## Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

## Qualification regulation and support

The Highfield Level 3 Assessor qualifications have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

## Key facts

### Highfield Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

<b>QAN:</b>	<b>600/3873/1</b>
<b>Learning Aim Reference:</b>	<b>60038731</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided learning hours (GLH):</b>	<b>24</b>
<b>Total qualification time (TQT):</b>	<b>30</b>
<b>Assessment Method:</b>	<b>Portfolio of evidence</b>

### Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)

<b>QAN:</b>	<b>600/3861/5</b>
<b>Learning Aim Reference:</b>	<b>60038615</b>
<b>Credit Value:</b>	<b>9</b>
<b>Guided learning hours (GLH):</b>	<b>54</b>
<b>Total qualification time (TQT):</b>	<b>90</b>
<b>Assessment Method:</b>	<b>Portfolio of evidence</b>

### Highfield Level 3 Award in Assessing Vocationally Related Achievement (RQF)

<b>QAN:</b>	<b>600/3872/X</b>
<b>Learning Aim Reference:</b>	<b>6003872X</b>
<b>Credit Value:</b>	<b>9</b>
<b>Guided learning hours (GLH):</b>	<b>54</b>
<b>Total qualification time (TQT):</b>	<b>90</b>
<b>Assessment Method:</b>	<b>Portfolio of evidence</b>

### Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)

<b>QAN:</b>	<b>600/3871/8</b>
<b>Learning Aim Reference:</b>	<b>60038718</b>
<b>Credit Value:</b>	<b>15</b>

<b>Guided learning hours (GLH):</b>	<b>84</b>
<b>Total qualification time (TQT):</b>	<b>150</b>
<b>Assessment Method:</b>	<b>Portfolio of evidence</b>

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## Qualification overview and objective

### Highfield Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors. The objective of the qualification is to support a role in the workplace, or to prepare learners to progress to a qualification in the same subject area but at a higher level or where more specific knowledge, skills and understanding is required.

### Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- observation of performance in the work environment
- use of others (witness testimony)
- examining products of work
- questioning the learner
- discussing with the learner
- looking at learner statements
- recognising prior learning.

The objective of the qualification is to support a role in the workplace.

### Highfield Level 3 Award in Assessing Vocationally Related Achievement (RQF)

This qualification is intended for those who assess vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment. It includes the following assessment methods (although not all of these require performance evidence):

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

The objective of the qualification is to support a role in the workplace.

### Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in a workshop, classroom or other training environment other than assessing competence in a work environment. There must be evidence to cover all of the assessment methods listed in the units. The objective of the qualification is to support a role in the workplace.

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#### Entry requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age

There are no other prerequisites for these qualifications. Although it is advised that learners already hold a level 2 qualification.

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#### Geographical coverage

These qualifications are suitable for learners in England, Wales or Northern Ireland.

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#### Guidance on delivery

The total qualification time and guided learning hours for these qualifications are listed in the key facts section on page 3 of this qualification specification.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

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#### Guidance on assessment

These qualifications are assessed by a portfolio of evidence, which will cover all assessment criteria contained within the units stipulated in the rules of combination for each qualification. These portfolios must be internally assessed and quality assured by the Centre.

Highfield has worked with subject matter experts to provide supporting assessment paperwork for Centres to use. If you wish to use alternative paperwork, you may do so but please ensure that this allows the learner to meet all of the assessment criteria appropriately and that evidence is referenced clearly.

The Assessment Guidance for Awarding Organisations can be found on the HABC website. Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

**Please note** that in relation to these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for more than one unit if appropriate. For example, a professional discussion for the unit *Assess occupational competence in the work environment* might also provide some

evidence for the unit *Understanding the principles and practices of assessment*. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

**Important Note: Please see specific individual unit requirements detailed in Appendix 2.**

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### Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

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### Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the HABC website. This policy should be read in conjunction with this specification and all other relevant HABC documentation.

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### Assessor requirements

Highfield Qualifications requires nominated assessors for this qualification to meet the following:

- hold the qualification (or recognised equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
  - have up-to-date working knowledge and experience of best practice in assessment and quality assurance
  - hold one of the following qualifications or their recognised equivalent:
    - the Level 3 Award in Assessing Competence in the Work Environment *or*
    - the Level 3 Certificate in Assessing Vocational Achievement, *or*
    - A1 Assess candidate performance using a range of methods, *or*
    - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
  - show current evidence of continuing professional development in assessment and quality assurance
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### Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
  - hold one of the following assessor qualifications or their recognised equivalent:
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- the Level 3 Award in Assessing Competence in the Work Environment, *or*
  - the Level 3 Certificate in Assessing Vocational Achievement, *or*
  - A1 Assess candidate performance using a range of methods, *or*
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
    - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
    - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment
      - Processes and Practice, *or*
    - V1 Conduct internal quality assurance of the assessment process, *or*
    - D34 Internally verify the assessment process.
  - show current evidence of continuing professional development in assessment and quality assurance.

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### Mapping to National Occupational Standards (NOS)

These qualifications relate to the Learning and Development National Occupational Standards (NOS), 'Standard 9 Assess learner achievement'.

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### Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

**For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.**

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 4 Award In Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Certificate In Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award In the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award In Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)

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### Useful websites

- [www.et-foundation.co.uk/](http://www.et-foundation.co.uk/)
  - [www.excellencegateway.org.uk/](http://www.excellencegateway.org.uk/)
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## Appendix 1: Qualification structure

### Highfield Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

Learners are required to successfully complete one mandatory unit totaling 3 credits:

Unit reference	Unit title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3

### Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)

Learners are required to successfully complete two mandatory units totaling 9 credits:

Unit reference	Unit title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
H/601/5314	Assess occupational competence in the work environment	3	30	6

### Highfield Level 3 Award in Assessing Vocationally Related Achievement (RQF)

Learners are required to successfully complete two mandatory units totaling 9 credits:

Unit reference	Unit title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
F/601/5319	Assess vocational skills, knowledge and understanding	3	30	6

### Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)

Learners are required to complete three mandatory units totaling 15 credits:

Unit reference	Unit title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
H/601/5314	Assess occupational competence in the work environment	3	30	6
F/601/5319	Assess vocational skills, knowledge and understanding	3	30	6

## Appendix 2: Qualification content

### Unit 1: Understanding the principles and practices of assessment

Unit number: D/601/5313

Credit: 3

GLH: 24

Level: 3

#### Unit Introduction

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

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Understand the principles and requirements of assessment</b>	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
<b>2. Understand different types of assessment method</b>	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
<b>3. Understand how to plan assessment</b>	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimize risks through the planning process

<p><b>4. Understand how to involve learners and others in assessment</b></p>	<p>4.1 Explain the importance of involving the learner and others in the assessment process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p><b>5. Understand how to make assessment decisions</b></p>	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
<p><b>6. Understand quality assurance of the assessment process</b></p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p><b>7. Understand how to manage information relating to assessment</b></p>	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>

<p><b>8. Understand the legal and good practice requirements in relation to assessment</b></p>	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>
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**Additional unit guidance**

All learning outcomes 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 2: Assess occupational competence in the work environment

Unit number: H/601/5314

Credit: 6

GLH: 30

Level: 3

### Unit Introduction

The aim of this unit is to assess the trainee assessor’s performance in assessing occupational competence in an individual’s work environment.

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p><b>1. Be able to plan the assessment of occupational competence</b></p>	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
<p><b>2. Be able to make assessment decisions about occupational competence</b></p>	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> </ul>

	<ul style="list-style-type: none"> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> <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><b>3. Be able to provide required information following the assessment of occupational competence</b></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><b>4. Be able to maintain legal and good practice requirements when assessing occupational competence</b></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><b>Additional unit guidance</b></p>
<p>There must be evidence to cover all of the assessment methods listed in the unit.</p>

As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment;
- examining products of work; and
- 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 others (witness testimony);
- looking at learner statements; or
- recognising prior learning.

The trainee assessor's performance evidence must be assessed by live observation, examining the products of work, questioning or professional discussions.

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 trainee assessor carrying out at least two assessments of two learner's 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 the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.

### Unit 3: Assess vocational skills, knowledge and understanding

Unit number: F/601/5319  
 Credit: 6  
 GLH: 30  
 Level: 3

#### Unit Introduction

The aim of this unit is to assess the trainee assessor’s performance in assessing vocational skills knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<b>1. Be able to prepare assessments of vocational skills, knowledge and understanding</b>	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> 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
<b>2. Be able to carry out assessments of vocational skills, knowledge and understanding</b>	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations



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

<p><b>Additional unit guidance</b></p>
<p>There must be evidence to cover all of the assessment methods listed in the unit.</p> <p>As a minimum, there must be performance evidence for at least three of the following assessment methods:</p>

- assessments of the learner in simulated environments;
- skills tests;
- oral and written questions;
- assignments;
- projects;
- case studies; and
- recognising prior learning.

**Simulations are not allowed.**

Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by live observation, examining the products of work, questioning or professional discussions.

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.

Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

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

## Appendix 3: Sample assessment material



www.highfieldabc.com

### Assessment Pack

**Highfield Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)**  
Qualification Number: 600/3873/1

**Highfield Level 3 Award in Assessing Competence in the Work Environment (RQF)**  
Qualification Number: 600/3861/5

**Highfield Level 3 Award in Assessing Vocationally Related Achievement (RQF)**  
Qualification Number: 600/3872/X

**Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF)**  
Qualification Number: 600/3871/B

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### Evidence Tracking Sheet

Learner Name: <input style="width: 100%;" type="text"/>				
Centre Name: <input style="width: 100%;" type="text"/>				
<b>Understanding the principles and practices of assessment (10/601/5013)</b>				
Assessment Criteria				
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Define the key concepts and principles of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Explain the responsibilities of the assessor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Identify the regulations and requirements relevant to the assessment in own area of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Understand how to plan assessment	3.1 Specify key factors to consider when planning assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>