

relating to a learner's competency must be made by the assessor and be subject to the internal quality assurance process.

Requirements for an Expert witness are stated in the existing assessment principles and centres need to establish appropriate processes to recruit, induct, support, and standardise suitable Expert witnesses from within the workplace.

We know that use of technology in the assessment process brings many benefits for all involved and when done well it can enhance the assessment experience, outcomes and develop skills of the learner.

We know that technology, platforms, and e-portfolios support the assessment process well. This can include and is not limited to planning, review and feedback aspects along with carrying out and recording professional discussions.

We also know that the workforce is making wider use of technology and some roles in the sector are functioning more remotely than they did before.

Using technology in the assessment process should and can be used appropriately and care needs to be taken to ensure:

- recording, storage, and accessibility issues comply with legal requirements in relation to confidentiality and data protection

- centre practices with using different methods of technology are supported by robust, appropriate, and appropriate

The standardisation process within centres and discussions with awarding organisations needs to support the careful selection of where and how remote observation could be safely utilised within the assessment process.

Consider the level of the qualification and the specific units (or areas of practice) in which remote observation could be utilised safely.

At Level 2 and 3 for example, remote observation may not be suitable for some areas of practice due to the nature of the skills based criteria as many of these function with regards to the learner providing direct care and support to individuals, there may however be areas of practice where these risks are minimal.

the observation recording/outcome of assessment should be in enough detail to ensure that it is valid, traceable, auditable and authenticated.

assessors must be able to fully evidence and justify the assessment decisions that they have made through the assessment records presented.

if remote observation has been used then a rationale to support this choice of approach should be provided by the assessor showing clear endorsement by the IQA, in line with the principles laid out in this guidance.

Internal quality assurance activity remains key to ensuring that the assessment process and cycle is consistently of good quality and that it meets the assessment principles and assessment strategy of the awarding organisation.

Internal quality assurance methodologies and approaches should be reviewed by centres to account for and enabling monitoring of assessment practices in using technology safely.

Requirements for quality assurance are clearly stated in the existing assessment principles and centres and awarding organisations need to ensure that they are applied consistently.

Triangulate: Considerations and practices of collecting evidence from different sources to inform and evidence accurate and consistent assessment decisions.

Qualifications in England: These consist of those currently [approved](#) by Skills for Care and include the Level 2 Diploma in Care (delivered to learners in an adult social care setting) and the Level 3, 4 and 5 Diploma in Adult Care. The relevant Skills for Care & Development Assessment Principles and this additional Assessment Principles guidance will also support delivery and assessment of the new Level 2 Adult Social Care [Qualification](#) - [Assessment Principles](#)

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informing awarding organisation policy and strategy in relation to the health, social care and childcare's sectors within the agreed remit and in terms of developments, current issues and quality implications
being proactive in developing strategic responses