

Joint Awarding Body Qualification Group (JABQG) Additional Guidance – Assessment Principles

Version	Date	Details of change
1.0	October 2026	New document with additional guidance from JABQG on Assessment Principles

The Joint Awarding Body Quality Group (JABQG) is a collaborative forum made up of awarding organisations that deliver regulated qualifications in the health, social care, childcare, and early years sectors. Its primary purpose is to maintain the integrity, consistency, and quality of qualifications and assessment practices across the sector.

Members: Pearson, City & Guilds, NCFE, Highfield, VTCT Skills, NOCN, Innovate Awarding, TQUK, Skills and Education Group, ICQ Awards, NQual, Open Awards, Futurequals, Birmingham City University, OCR, Agored.

Additional Guidance

This document provides additional guidance to the updated Assessment Principles published in November 2025.

Skills for Care and Development (SfC&D) updated and published the shared assessment principles to support high-quality, consistent assessment and quality assurance of qualifications for the social care, social work, early years, and childcare workforces throughout the UK

We fully support the introduction of the new Skills for Care & Development **Assessment Principles V1.1 November 2025**. As Awarding Organisations, we have collectively put together this additional guidance document to clarify our expectations for delivery.

You can access the full Shared Assessment Principles document [here](#).

Key Points on Skills-Based Assessment from the Assessment principles document for all Levels of qualifications:

- > **Direct Observation:** The primary and most reliable source of evidence **must** be in-person observation by the assessor in the learner's workplace.
- > Observations **should** occur over an appropriate period, **not** end loaded.
- > Evidence **must** be naturally occurring and minimise disruption to individuals receiving care or support, their families, and carers.
- > Where direct observation is not possible for valid reasons, exceptional flexible approaches **may** be allowed. These **must** be standardised and agreed with the AO/B (see sections 2.8 and 5.5).

Practical skills competence requirements for all Awarding Organisations.

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors **must** be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre **must** ensure a process of induction and on-going training and support is provided for those in assessment and internal quality assurance role. Occupationally competent and qualified assessors from the centre **must** use direct observation to assess practical skills-based outcomes.

Direct and Remote Observations.

We as Awarding Organisations recognise the value of face-to-face (direct) observations as per the principles, we also recognise that the use of remote observations for the following qualifications in addition to other evidence is an acceptable assessment method:

Approved version: 1

Date approved: October 2026

Document owner: Joint Awarding Body Quality Group

Review arrangements: This guidance will be reviewed when the relevant assessment principles change or when JABQG agrees that clarification or revision is required.

- > **Level 5 Diploma in Leading and Managing an Adult Care Service (2026)**
- > **Level 5 Diploma in Leadership and Management for Adult Care (England) (2023)**

As a **minimum**, we as Awarding Organisations **mandate** at **least one in-person direct observation** to be carried out in the learner's workplace. This **should** be planned well by the assessor to maximise and gain benefit from a range of holistic opportunities to capture evidence of practice towards areas:

- > Resource management/planning/ financial planning
- > Developing culture/staff training
- > Sustainability planning
- > Leading person-centred practice
- > Supervision of others
- > Interactions with team

Additional observations may be conducted remotely, following these guidelines as per the Assessment Principles:

- > **5.3:** Remote observation **must not** compromise privacy, dignity, or confidentiality.
- > **5.4:** Where permitted, technology **may** be used for task-based competencies (e.g., online meetings, remote support). Such evidence **must** be clearly identified and **must not** replace direct interaction with individuals receiving care or support.

In-person direct observation in the learner's workplace remains the primary and most reliable source of evidence for skills-based assessment. Remote observations where appropriate can support triangulation across the assessment process.

When using technology, recording and documenting as part of the assessment process please refer to Skills for Care & Development Assessment Principles for compliance.

This guidance has been reviewed and collectively approved by the member awarding organisations of the Joint Awarding Body Quality Group and Skills for Care & Development.

