Qualifi Level 3 Certificate in Assessing Vocational Achievement

Specification (For Centres)

July 2023

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and the impact of external forces on them. The fast-changing and complex business environment and different organisational abilities to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and ideas-sharing with a range of employers, providers and existing centres thus demonstrating the rigour, validity and demand for the qualifications.

Discussions have been held and feedback used throughout the development of the qualification on its content, the potential learner audience for the qualification and its assessment methods, ensuring that a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 3 Certificate in Assessing Vocational Achievement (603/5650/9)

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This qualification has been created to develop further the competencies and expertise of professionals 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).

2.2 Rationale for the Certificate

The rationale of the Certificate is to provide recognition for those who wish to develop their own abilities in assessing learners competently in a regulated environment. It is envisaged that all Qualifi centres will provide learners to further their knowledge of assessing to provide consistent, standardised assessment reports and appropriate feedback to learners.

The qualification will enable learners to become independent, self-directed learners with the tools and motivation necessary to continue learning, developing and reflecting on practice throughout their careers.

2.3 Overall Aims of the Certificate

The Certificate in Assessing Vocational Achievement provides the essential knowledge and understanding that assessment staff need and offer additional units that describe competent practice. This approach gives flexibility and a greater potential to meet the needs of aspiring assessors.

2.4 Learning Outcomes

The overall learning outcomes of the Certificate are:

- understanding the principles and practices of assessment;
- assess occupational competence in the work environment;
- assess vocational skills, knowledge and understanding.

These are the overall learning outcomes in line with a level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing Professional Development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderates' assignments;
- agrees the final mark and issues certificates.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate handbook, a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited,

centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

This qualification is designed for learners aged 19 and above. There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they have already achieved a Level 2 qualification. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 3 Certificate in Assessing Vocational Achievement is a Level 3 qualification containing 3 credit-bearing units with a total of 15 credits for the qualification.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning；
- 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.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

This qualification is divided into 3 units. All units are mandatory.

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Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
K/618/0281	Understanding the Principles and Practices of Assessment	3	30	3	24
M/618/0282	Assessing Occupational Competence in the Work Environment	3	60	6	30
T/618/0283	Assessing Vocational Skills, Knowledge and Understanding	3	60	6	30

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 3 Certificate in Assessing Vocational Achievement**
 can progress to:
- a Qualifi Level 4 qualification;
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities;
- health and safety;
- conduct;
- progression;
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic work-related tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practise, which reveal original thought and demonstrates problem-solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected that is appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI offer guidance on the following:

- assessment strategy;
- assessment arrangements for learners with a disability;
- verification;
- marking scheme/pass mark;
- deferral after valid mitigating circumstances;
- referral after failure;
- dealing with difficulties in meeting assessment deadlines;
- late submissions;
- assessment boards/appeals;
- cheating and plagiarism/referencing;
- confidential material;
- submission.

For further information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics). Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme;
- planning for assessment and grading;
- developing effective assignments;
- building your team and teamwork skills;
- developing learner-centred learning and teaching approaches;
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 3 Certificate in Assessing Vocational Achievement

Unit 1: Understanding the Principles and Practices of Assessment

Unit code: K/618/0281
RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's knowledge and understanding of the principles and practices of assessment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria (Practical/Knowledge) Assessment of these outcomes demonstrates the learner can	Indicative Content
1. Understand the principles and requirements of assessment.	1.1 Explain the functions of assessment in learning and development.	Awarding organisations, regulatory requirements and occupational standards, assess achievement (formative or summative), performance review, plan progression and development, measurement and recording of achievement, monitoring development and identification of further training needs, reasonable adjustments and specific considerations for assessment methods and modes of delivery of assessment.
	1.2 Define the key concepts and principles of assessment.	Assessment opportunities linked to learning, collaboration/agreement between employer, organisation, assessor, centre and learner, achievements and opportunities for development and improvement, enhancement of achievement, knowledge and understanding, identification of learner needs, reasonable adjustments, recognition of prior learning.
	1.3 Explain the responsibilities of the assessor.	Regulatory and awarding organisation requirements and occupational standards, employer, organisational requirements, practical responsibilities for planning/managing /delivering assessment,

		ensuring reliability and credibility of assessment decisions, recognition of learner needs, student centred assessment, recognition of prior learning, knowledge of internal verification processes, occupational/vocational competence and currency, continuing professional development opportunities for personal development and improvement.
	1.4 Identify the regulations and requirements relevant to the assessment in own area of practice.	Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, Institute for Learning (IFL) , Sector Skills Councils and awarding organisations, centre requirements, recording/tracking and logging assessment decisions, internal and external verification processes and strategies, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, disability act, data protection, safeguarding students during assessment, risk assessment and accident reporting procedures, standardisation and moderation.
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.	Regulation and good practice requirements, appropriate for student needs and context, recognition of initial assessment of learners, reasonable adjustments and special considerations, specific conditions in relation to time, resources, staffing, technology and work environment, recognition of prior learning, range of assessment methods for performance based assessment of skills or knowledge for individual or group assessment, improvement opportunities, advantages and disadvantages of assessment methods such as practical observation, holistic approach, oral and written questioning, projects and assignments, witness testimonies and discussions.
3. Understand how to plan assessment.	3.1 Summarise key factors to consider when planning assessment.	Acknowledging regulatory body requirements, awarding organisation requirements, student, employer, occupational and centre requirements, occupational expertise of assessor, learner needs, assessment plan, including timing and venue, assessment methods including formative/summative observation of

		performance, written evidence e.g. projects, assignments, independent papers and journals, oral and written questioning, witness testimony, learner statements and recognising prior learning, naturally occurring evidence, specific needs.
	3.2. Evaluate the benefits of using a holistic approach to assessment.	Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, linking different aspects of learning through assessment, benefits of cost and time effectiveness, natural progression from one outcome to another in a realistic work environment, transference of skills, opportunities for collecting a range of assessment evidence, beneficial and motivational to learner development, encourage student responsibility and student engagement.
	3.3 Explain how to plan a holistic approach to assessment.	Evaluate a range of assessment requirements and opportunities, to take advantage of knowledge and understanding to skills, naturally occurring evidence and appropriate assessment opportunities using a variety of activities appropriate to learning outcomes/assessment criteria.
	3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility.	Limitations affecting assessment and opportunities for assessment, organisational culture, lack of assessor expertise/occupational competence, assessment risks such as resources not fit for purpose and unsuitable timing, assessment plan is not valid, fair, sufficient, biased and reliable, occupational risks such as health, safety and welfare, equality and diversity, specific occupational risks, student based risks e.g. occupational, competence, responsibility, motivation, first aid and emergency procedures, data protection and confidentiality.
	3.5 Explain how to minimise risks through the planning process	Adhering to clear directives from regulatory bodies; applying specified criteria and standards; ensuring appropriate staff occupational/assessment experience; identifying specific requirements, standardisation of planning; documented rationale for recording, tracking and logging

		of assessment decisions; negotiating with student, identifying learner needs; considering reasonable adjustments and special considerations; appeals procedures; equality and diversity; health, safety and welfare; safeguarding and security; select and using appropriate methods of assessment to generate the required evidence; applying standardisation; clear audit trail for evidencing assessment decisions; tracking.
4. Understand how to involve learners and others in assessment.	4.1 Explain the importance of involving the learner and others in the assessment process.	Identifying learners needs e.g. initial assessment, learning, training needs, aligned with regulations and good practice requirements, negotiation of plan with learner, self-assessment, target goals, objectives which are meaningful, motivational, relevant, engaging, SMART targets, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning. Involvement with others e.g. organisation, colleges, employers, peers, witnesses.
	4.2. Summarise types of information that should be made available to learners and others involved in the assessment process.	Standards and criteria against which the learner will be assessed e.g. awarding organisation requirements, occupational standards and other specific requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback, appeals procedure.
	4.3. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.	Self-assessment on carrying out assessment, use of outcome measures including feedback from peer feedback and formal or informal observations, working collaboratively, sharing goals, witness testimonies, observation reports, appraisal and achievement of goals/targets, self-reflection, identification of strengths and weaknesses, targets and target setting, challenging or confrontational behaviour, action planning, achievements and opportunities for improvement.
	4.4. Explain how assessment arrangements can be adapted	Initial assessment of learners, aligned with regulations and good practice requirements, negotiation of plan with learner, reasonable

	to meet the needs of individual learners.	adjustments and special considerations, alternative assessment activities where appropriate, use of learning support, specific conditions in relation to time, resources, technology, digital recording, audio/visual and scribe, work environment, recognition of prior learning.
5. Understand how to make assessment decisions.	5.1. Explain how to judge whether evidence is: • sufficient • authentic • current	Adhering to awarding organisation, occupational standards and centre requirements, meeting outcomes and objectives identified in the rationale provided for assessment decisions including credibility and authenticity with learning programme and outcomes, assessment evidence to be sufficient, current, coherent, accessible, realistic, attributable, timely and reliable.
	5.2 Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair	Decisions against specified criteria, rationale and justification provided for assessment decisions, evidence to be valid, fair and relatable to the criteria, attributable, current and relevant to occupational standards, awarding organisations and government requirements, achievement of outcomes and ranges to be confirmed, authentic, reliability and sufficiency of evidence to be confirmed using standardisation procedures, addressing specific student needs, can be repeated or learning transferred, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.
6. Understand quality assurance of the assessment process.	6.1 Evaluate the importance of quality assurance in the assessment process.	To meet regulatory body, awarding organisation, government, occupational and centre requirements, use of standardisation, credibility and quality assurance of assessment decisions and practice, consistency across learners, assessors, context and units, internal and external verification procedures, cohesive and comprehensive approach to assessment at all stages, evaluation procedures, planning and assessment outcomes, benchmarking and measuring achievement, identifying development and opportunities for improvement, continuing professional development needs for quality improvement.

	6.2 Summarise quality assurance and standardisation procedures in own area of practice.	In accordance with centre and awarding organisation policies and Sector Skills Council, National Occupational Standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product, internal and external verification reviews and procedures, evaluation procedures.
	6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.	Awarding organisation and centre policies and procedures, clearly written and documented appeals and grievance procedures, process for appeal, appropriate personnel, confidentiality, ensure no discrimination, outcome to procedure, documented and transparent audit trail.
7. Understand how to manage information relating to assessment.	7.1 Explain the importance of following procedures for the management of information relating to assessment.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment pro-formas, assessment records of oral and written questioning, management of assessment records e.g. storage and retrieval, confidentiality, data protection, use of technology to be aligned with centre and awarding organisation policies, sharing information with relevant parties e.g. students, other assessors, employer, colleges, organisation, regulations and legislation covering sharing information, e.g. Ofqual, awarding organisation, Sector Skills Council.
	7.2 Explain how feedback and questioning contribute to the assessment process.	Collaboration/agreement of assessment decisions, confirming learning e.g. knowledge, understanding, skills, reward, motivation, linking learning of product and process, transferability of learning and skills identify further assessment and learning needs, achievement, corroboration of assessment decisions, opportunity for development, recording distance travelled, value added , progression and target/goal setting action planning.
8. Understand the legal and good practice	8.1 Explain legal issues, policies and procedures	In line with regulatory bodies including Ofqual, SQA, DfES and CCEA, Institute for

requirements in relation to assessment.	relevant to assessment, including those for confidentiality, health, safety and welfare.	Learning (IFL) , Sector Skills Council, National Occupational Standards and awarding organisations, legislation including health safety and welfare, inclusion, equality and diversity, procedures including first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safe recording and storage of information, confidentiality, data protection, standardisation and moderation of assessors, peer observations, in service training, continuing professional development.
	8.2 Explain the contribution that technology can make to the assessment process.	Use of new technology such as online testing, initial testing, on line testing, electronic projects/assignments, electronic submission of evidence, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, web based learning, distance and blended learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.
	8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.	Recognising equality and diversity including bilingualism, legislative requirements, employment regulations, policies and codes of practice relevant to the promotion of equality and valuing of diversity, flexibility in planning, implementation of assessment and quality assurance, provision of additional resources and support.
	8.4 Explain the value of reflective practice and continuing professional development in the assessment process.	Reflective practice and self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, self and team reviews, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, monitoring and modifications, achievements and opportunities for improvement and updating knowledge and skills, conclusions, setting of personal goals, SMART targets and personal development planning, developing technologies and resources to extend and enhance assessment process, contributing to the curriculum development.

Delivery and Assessment Guidance

The knowledge in this may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment competences will be assessed using methods appropriate for the assessment of knowledge and understanding.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

The assessment of knowledge outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.3, and 8.4 will be assessed by Assignment, oral and written questions
The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

Suggested Resources

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

Unit 2: Assessing Occupational Competence in the Work Environment

Unit code: M/618/0182
RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's performance to carry out assessments of occupational competence in a work environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria (Practical/Knowledge) Assessment of these outcomes demonstrates the learner can	Indicative Content
1. Be able to plan the assessment of occupational competence.	1.1 Communicate the purpose, requirements and processes of assessing occupational competence to the learner.	Coverage of assessment including purpose, requirements and process, assessment plan, specific criteria learners will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, the use of communication and interpersonal skills including clarity, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media.
	1.2 Plan assessment of occupational competence based on the following methods: • 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	Plan assessment in line with standards/criteria against which they will be assessed, awarding organisation requirements, occupational standards, other specific requirements, identify assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, products of work, written evidence (i.e. projects, assignments, independent papers and journals), questioning and discussion, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.
	1.3 Plan the assessment of occupational competence to	Initial assessment of learners needs, learning, training needs analysis, recognising current

	address learner needs and current achievements.	level of knowledge, understanding, skills and experiences, performance indicators, skills tests, employer review, aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, negotiating learning, e.g. targets, goals motivation, engagement, involvement, individual responsibility; involvement with others, e.g. organisation, colleagues, employers, peers, witnesses, recognition of prior learning, communication with relevant parties.
	1.4 Identify opportunities for holistic assessment.	Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, opportunities to incorporate naturally occurring evidence and appropriate assessment opportunities, natural progression from one outcome to another in a work environment.
2. Be able to make assessment decisions about occupational competence.	2.1 Use valid, fair and reliable assessment methods including: • 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	Assessment methods, observation of performance and examining products of work, questioning the learner, discussing with the learner and use of others (witness testimony), looking at learner statements, recognised prior learning, ensuring validity relevant to occupational standards, measures of achievement e.g. performance criteria, assessment criteria; fairness relevant to opportunities for achievement of outcomes and ranges, value of a holistic approach, authenticity and sufficiency of evidence gathered, reliability relevant to standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context. practical limitations, e.g. numbers involved, range, opportunity, time constraints, resources, staffing.
	2.2 Make assessment decisions of occupational competence against specified criteria.	Assessment decisions against specified criteria, rationale and justification to be provided for assessment decisions, evidence is coherent, accessible, realistic, relevant, can be identified as attributed to the student, achieved within

		time constraints, decisions are coherent, realistic, accessible and relevant, decisions show clearly that occupational competence has or has not been achieved, justifiable reasons are recorded fully.
	2.3 Follow standardisation procedures.	In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, observations of practice, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.
	2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.	Feedback including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills approach, involving the learner actively in the feedback, including sensitive and empathetic approach, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.
3. Be able to provide required information following the assessment of occupational competence.	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, regular progress checks, goals, checking targets at appropriate intervals. completed assessment record, assessment pro-formas, records of oral questioning and written assessment, tracking and logging documents, action plans, alignment with centre and awarding organisation policies, legislative requirements for records.
	3.2 Make assessment information available to authorised colleagues.	Identifying appropriate colleagues including internal and external verifiers, cross-programmes, organisation, employers, accessibility of information, different approaches including team meetings, assessment and standardisation meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

	3.3 Follow procedures to maintain the confidentiality of assessment information.	Suitable, secure environment for providing learner feedback, safeguarding and security recording storage of information, organisational procedures, data protection, legislative requirements for paper-based records, electronic.
4. Be able to maintain legal and good practice requirements when assessing occupational competence.	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare.	Regulatory bodies including Ofqual, SQA, DfES, CCEA sector Skills Councils, Institute for Learning (IFL) and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safeguarding students during assessment, organisational including standardisation/moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence.	In line with relevant legislation, codes of practice, employment regulations and policies, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility approach to planning, implementation, and quality assurance of assessment provision of additional resources and recognising additional support needs, alternative approaches.
	4.3 Evaluate own work in carrying out assessments of occupational competence.	Self-assessment on carrying out assessment, understanding of current occupational and awarding organisation standards, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning, identification of strengths and weaknesses, monitoring and modifications, confidence, updating knowledge and occupational expertise, skills and self-developing technologies,
	4.4 Maintain the currency of own expertise and	Maintaining currency by reviewing own competence, action planning, setting goals and

	competence as relevant to own role in assessing occupational competence.	realistic targets for own occupational competence, modification to assessment plans and practice, evidence-based research and use of new technology, personal development planning, continuing professional development.

Delivery and Assessment Guidance

The knowledge in this unit will may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a workplace / training environment simulation is not allowed. All assessment competence will be assessed using methods appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes 3.3, 4.2, 4.3, 4.4 and 4.4 will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 1.3, 1.4,2.1, 2.2, 2.3, 2.4, 3.1, 3.2 and 4.1 will be in the form of assessment of learners in a workplace / training environment.

Trainee assessors will be observed with 2 different learners, one new to learning one more experienced carrying out assessments of observation of performance in the work / training environment, examining products of work and questioning the learner.

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

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee assessor and assessor. Trainee assessor observation records, and evidence will be retained in the trainee assessor portfolio.

Evidence and ranges criteria to be covered for assessment

There must be evidence of the trainee Assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit.

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

- observation of performance in the work environment
- examining products of work
- questioning the learner.

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
- recognising prior learning.

Preparation of a minimum of three (3) assessment methods:

- Observation of performance in the work environment
- Examining products of work
- Questioning of learners
- Discussing with learners
- Use of others (witness testimony)
- Looking at learner statements
- Recognising prior learning

Use a minimum of three (3) assessment methods:

- Observation of performance in the work environment
- Examining products of work
- Questioning of learners
- Discussing with learners
- Use of others (witness testimony)
- Looking at learner statements
- Recognising prior learning

Learners with a minimum of one (1) specific need:

- Physical needs
- Literacy difficulties
- Language differences

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.

Suggested Resources

- Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016
- Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014
- The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

Unit 3: Assessing Vocational Skills, Knowledge and Understanding

Unit code: T/618/0282
RQF level: 3

Unit Aim

The aim of this unit is to develop the learner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcome To achieve this unit a learner must:	Assessment Criteria (Practical/Knowledge) Assessment of these outcomes demonstrates the learner can	Indicative Content
1. Be able to prepare assessments of vocational skills, knowledge and understanding.	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning	Identifying your students' needs, e.g. recognising prior learning, current level of skills, knowledge, understanding, specific learning, assessment needs, Recognise assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.	To be aligned with regulations and good practice requirements, environment, room, simulated environment, virtual learning environment, assessment materials and tools e.g. paper based or online tests, assignment brief, practical online materials required for projects, case studies , initial assessment of learners, tailoring conditions/resources based on initial assessment, reasonable adjustments and special considerations, specific conditions in relation to time,

		resources, technology and work environment, recognition of prior learning.
	1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.	Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, assessment plan, specific criteria learners will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, the use of communication and interpersonal skills including clarity of voice, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media (if required), standardisation, expected outcomes, appropriateness of feedback in terms of level of criteria and standards.
2. Be able to carry out assessments of vocational skills, knowledge and understanding.	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements.	To be aligned with awarding organisation requirements, regulatory bodies, National Occupational Standards, Sector Skills Council, preparation of assessment plan, identification of assessment opportunities e.g. timing and conducting of assessments, naturally occurring evidence, individuals or groups. agreement of plan with learner, establish specific learner needs, specific considerations in relation to time, resources, technology and work environment, observation of assessment using variety of methods such as performance, and examining products of work, questioning the learner, discussing with the learner, use of others (witness testimony), looking at learner statements, recognised prior learning, range opportunities, constructive and supportive feedback on assessment decisions related to criteria and standards, learner to be actively involved, achievements and

		opportunities for improvement to be highlighted with development plans outlined.
	2.2 Provide support to learners within agreed limitations.	Identify appropriate levels of support including initial learner assessment that identifies requirements such as literacy support, visual, auditory, physical, language barriers (including bilingualism), support mechanisms identified such as scribe, translator, reader, specialist equipment including use of new technology, practical equipment, clarification of assessment activities, negotiating deadlines, different approaches for assessment, resources fit for purpose, timing adjustments, understanding of reasonable adjustments and special considerations allowed for assessment.
	2.3 Analyse evidence of learner achievement.	In accordance with regulatory, awarding organisation and centre requirements provide rationale and justification for assessment decisions, credibility and compatibility with standards and criteria, ensure that evidence is coherent, realistic, accessible and relevant, Compatibility with assessment, learning programme, e.g. vocational and awarding organisation standards and required learning outcomes, adhere to college and/or industry, awarding body and government requirements.
	2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria.	Identify evidence of competence that is appropriate and identified against specified criteria for practical skills and knowledge requirements, decisions based on evidence that is valid, sufficient and authentic, reliable and can be repeated or learning transferred, identify areas where competence has not been achieved, be able to justify decisions and explain them to peers and learners, record assessment results and determine action to be taken to improve achievement.
	2.5 Follow standardisation procedures.	In accordance with centre and awarding organisation policies and occupational

		standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, observations of practice, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.
	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.	Feedback including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills approach, involving the learner actively in the feedback, including sensitive and empathetic approach, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding.	3.1. Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress.	Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, regular progress checks, goals, checking targets at appropriate intervals. completed assessment record, assessment pro-formas, records of oral questioning and written assessment, tracking and logging documents, action plans, alignment with centre and awarding organisation policies, legislative requirements for records.
	3.2 Make assessment information available to authorised colleagues as required.	Identifying appropriate colleagues including internal and external verifiers, cross-programmes, organisation, employers, accessibility of information, different approaches including team meetings, assessment and standardisation meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

	3.3 Follow procedures to maintain the confidentiality of assessment information.	Suitable, secure environment for providing learner feedback, safeguarding and security recording storage of information, organisational procedures, data protection, legislative requirements for paper-based records, electronic.
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding.	4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare.	Regulatory bodies including Ofqual, SQA, DfES, CCEA sector Skills Councils, Institute for Learning (IFL) and awarding organisations, legislation including health and safety, and equality and diversity, procedures including, first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safeguarding students during assessment, organisational including standardisation/moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism.	In line with relevant legislation, codes of practice, employment regulations and policies, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility approach to planning, implementation, and quality assurance of assessment provision of additional resources and recognising additional support needs, alternative approaches.
	4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding.	Self-assessment on carrying out assessment, understanding of current occupational and awarding organisation standards, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning, identification of strengths and weaknesses, monitoring and modifications, confidence, updating knowledge and occupational expertise, skills and self-developing technologies.

	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.	Maintaining currency by reviewing own competence, action planning, setting goals and realistic targets for own occupational competence, modification to assessment plans and practice, evidence-based research and use of new technology, personal development planning, continuing professional development.

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or E-learning through a Learning Management System (LMS) with online support features, and plagiarism detection software.

All assessment practice will be conducted in an approved vocational training environment. All assessment competence will be assessed using methods appropriate for the assessment of Vocational skills, knowledge and understanding

The assessment of knowledge outcomes 4.3 and 4.4 will be assessed by Assignment, Oral and written questions.

The Assignments and Oral and written questions will be internally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of competence outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3,4.1 and 4.2 will be in the form of assessment of learners in a vocational training environment.

Trainee assessors will be observed with 2 different learners, one new to learning one more experienced carrying out assessments of observation of performance in the vocational training environment, examining products of work and questioning the learner.

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

Assessment observations will be recorded and will confirm competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the trainee assessor and assessor. Trainee assessor observation records, and evidence will be retained in the trainee assessor portfolio.

Evidence and ranges criteria to be covered for assessment

There must be evidence of the trainee Assessor carrying out at least 2 assessments of 2 learners' occupational competence (4 assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit.

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

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

Preparation of a minimum of three (3) assessment methods:

- o   Assessments of learners in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Use a minimum of three (3) assessment methods:

- Assessments of learners in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning

Learners with a minimum of one (1) specific need:

- Physical needs
- Literacy difficulties
- Language differences

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.

Suggested Resources

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