VTCT Skills Level 3 Certificate in Assessing Vocational Achievement

Accreditation start date:	**1 September 2010**
Credit value:	**15**
Total Qualification Time (TQT):	**150**
Guided learning hours (GLH):	**84**
Qualification number:	**500/9758/1**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV30563				
UV30564				
UV30566				

The qualification

Introduction

The VTCT Skills Level 3 Certificate in Assessing Vocational Achievement is a practical-based qualification intended for those who assess both occupational competence in the work environment, and vocational skills, knowledge and understanding in environments other than the workplace (i.e. workshop, classroom or other training environment).

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by the Learning and Skills Improvement Service (LSIS), the sector-owned body for the learning and skills sector.



Progression

This qualification provides progression opportunities directly into employment as an assessor of occupational competence in the workplace and vocationally related achievement in non-work environments.

The VTCT Skills Level 3 Certificate in Assessing Vocational Achievement also provides progression opportunities towards Level 4 studies for assessors looking to pursue a career in internal verification, including:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Qualification structure

Total credits required - 15

All mandatory units must be completed.

Mandatory units - 15 credits				
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV30563	D/601/5313	Understanding the principles and practices of assessment	3	24
UV30564	H/601/5314	Assess occupational competence in the work environment	6	30
UV30566	F/601/5319	Assess vocational skills, knowledge and understanding	6	30

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT Skills will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT Skills external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT Skills.

Externally assessed hard-copy question papers will be set by VTCT Skills, marked by centre staff and sampled by VTCT Skills external quality assurers.

Assessment explained

VTCT Skills courses are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV30563	Understanding the principles and practices of assessment	0	✗	✓
UV30564	Assess occupational competence in the work environment	0	✓	✓
UV30566	Assess vocational skills, knowledge and understanding	0	✓	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unilke Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

UV30563

Understanding the principles and practices of assessment

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

Level

3

Credit value

3

GLH

24

Observation(s)

0

External paper(s)

0



Understanding the principles and practices of assessment

Learning outcomes

On completion of this unit you will:

1. Understand the principles and requirements of assessment
2. Understand different types of assessment method
3. Understand how to plan assessment
4. Understand how to involve learners and others in assessment
5. Understand how to make assessment decisions
6. Understand quality assurance of the assessment process
7. Understand how to manage information relating to assessment
8. Understand the legal and good practice requirements in relation to assessment

Evidence requirements

1. *Specific unit requirements*
   All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. *Achieving assessment criteria*
   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.
3. *Knowledge outcomes*
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
4. *Tutor/Assessor guidance*
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
5. *External paper*
   There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 1

Understand the principles and requirements of assessment

You can:	Portfolio reference
a. Explain the functions of assessment in learning and development	
b. Define the key concepts and principles of assessment	
c. Explain the responsibilities of the assessor	
d. Identify the regulations and requirements relevant to the assessment in own area of practice	



Outcome 2

Understand different types of assessment method

You can:	Portfolio reference
a. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	



Outcome 3

Understand how to plan assessment

You can:	Portfolio reference
a. Summarise key factors to consider when planning assessment	
b. Evaluate the benefits of using a holistic approach to assessment	
c. Explain how to plan a holistic approach to assessment	
d. Summarise the types of risks that may be involved in assessment in own area of responsibility	
e. Explain how to minimise risks through the planning process	



Outcome 4

Understand how to involve learners and others in assessment

You can:	Portfolio reference
a. Explain the importance of involving the learner and others in the assessment process	
b. Summarise types of information that should be made available to learners and others involved in the assessment process	
c. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	
d. Explain how assessment arrangements can be adapted to meet the needs of individual learners	



Outcome 5

Understand how to make assessment decisions

You can:	Portfolio reference
a. Explain how to judge whether evidence is: • sufficient • authentic • current	
b. Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair	



Outcome 6

Understand quality assurance of the assessment process

You can:	Portfolio reference
a. Evaluate the importance of quality assurance in the assessment process	
b. Summarise quality assurance and standardisation procedures in own area of practice	
c. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	



Outcome 7

Understand how to manage information relating to assessment

You can:	Portfolio reference
a. Explain the importance of following procedures for the management of information relating to assessment	
b. Explain how feedback and questioning contribute to the assessment process	



Outcome 8

Understand the legal and good practice requirements in relation to assessment

You can:	Portfolio reference
a. Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	
b. Explain the contribution that technology can make to the assessment process	
c. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	
d. Explain the value of reflective practice and continuing professional development in the assessment process	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand the principles and requirements of assessment

Functions of assessment: Awarding organisation, regulatory requirements and occupational standards, assess achievement plan progression and development, identification of further training needs, reasonable adjustments and specific considerations for assessment, methods and modes of delivery of assessment.

Key concepts and principles: Assessment opportunities linked to learning, collaboration/agreement between assessor, centre and learner, achievements and opportunities for development and improvement, enhancement of achievement, identification of learner needs, reasonable adjustments, recognition of prior learning.

Responsibilities of assessor: Regulatory and awarding body requirements and occupational standards, organisational requirements, knowledge of internal verification processes, reliability and credibility of assessment decisions, recognition of learner needs, recognition of prior learning, occupational/vocational competence and currency, continuing professional development opportunities for personal development and improvement.

Regulations and requirements in own area of practice: Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, sector skills councils and awarding organisations, centre requirements, internal and external vertification processess and strategies, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, risk assessment and accident reporting procedures, standardisation and moderation.

Outcome 2: Understand different types of assessment method

Strengths and limitations of assessment methods used by individual learners: Regulation and good practice requirements, 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, holistic approach to assessment, enhancement of skills and knowledge, improvement opportunities, advantages and disadvantages of assessment methods such as practical observation, oral and written questioning, projects and assignments, witness testimonies and discussions.



Outcome 3: Understand how to plan assessment

Key factors when planning assessment: Acknowledging regulatory body requirements, awarding organisation requirements and centre requirements, occupational expertise of assessor, learner needs, assessment plan, including timing and venue, assessment methods including observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, witness testimony, learner statements and recognising prior learning, range opportunities.

Benefits of holistic approach: Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment, beneficial to learner development.

Planning holistic approach: Assessment opportunities, to take advantage of naturally occurring outcomes using a variety of activities.

Types of risks involved in assessment: Limitations affecting assessment and opportunities for assessment, lack of assessor expertise/occupational competence, assessment risks such as resources not fit for purpose and unsuitable timing, assessment plan is not valid, fair and reliable, occupational risks such as health, safety and welfare, equality and diversity, first aid and emergency procedures, data protection and confidentiality.

Minimising risks in assessment: Following clear directives from regulatory bodies, applying specified criteria and standards, ensuring appropriate staff occupational/assessment experience, documented rationale for assessment, identifying learner needs, considering reasonable adjustments and special considerations, appeals procedures, equality and diversity, health, safety and welfare, safeguarding and security, using appropriate methods of assessment, applying standardisation, clear audit trail for evidencing assessment decisions, tracking.



Outcome 4: Understand how to involve learners and others in assessment

Types of information available to learner and others: Awarding organisation 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.

Use of effective peer and self assessment to promote learner involvement and responsibility: Self-assessment on carrying out assessment, use of outcome measures including feedback from peers, witness testimonies, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Adapting assessment for individual needs: Initial assessment of learners, aligned with regulations and good practice requirements, negotiation of plan with learner, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning.

Outcome 5: Understand how to make assessment decisions

Judging evidence: In line with awarding organisation and centre requirements, rationale provided for assessment decisions including credibility and authenticity with learning programme and outcomes, assessment evidence to be sufficient, current and reliable.

Confirming assessment decisions: Judgement against specified criteria, rationale and justification provided for assessment decisions, evidence to be valid, current and relevant to occupational standards, achievement of outcomes and ranges to be confirmed, authenticity, reliability and sufficiency of evidence to be confirmed using standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.



Outcome 6: Understand quality assurance of the assessment process

Importance of quality assurance for assessment: To meet regulatory body, awarding organisation and centre requirements, use of standardisation, credibility of assessment decisions, internal and external verification procedures, cohesive process, evaluation procedures, opportunities for improvement.

Standardisation procedures in own occupational area: In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Procedures following disputes concerning assessment: Awarding organisation and centre procedures, documented appeals procedure, process for appeal, including appropriate personnel, confidentiality, ensure no discrimination, outcome to procedure, transparent audit trail.

Outcome 7: Understand how to manage information relating to assessment

Management of information: Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/ pro-formas, records of oral and written questioning, to be aligned with centre and awarding organisation policies, legislative requirements.

Contribution of feedback to assessment process: Collaboration/agreement of assessment decisions, motivation, identify further assessment needs, identify learner needs to improve achievement, corroboration of assessment decisions, opportunity for development, target/goal setting.



Outcome 8: Understand the legal and good practice requirements in relation to assessment

Legal issues, policies and procedures relevant to assessment: Regulatory bodies including Ofqual, SQA, DfES and CCEA, sector skills councils and awarding organisations, legislation including health and safety, 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, data protection, standardisation and moderation of assessors, peer observations, continuing professional development.

Contribution of technology in assessment process: Use of new technology such as online testing, initial testing, electronic projects/assignments, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.

Evaluation of equality and diversity regarding assessment: Recognising equality and diversity including bilingualism, legislative requirements, codes of practice, flexibility in planning, implementation and quality assurance, provision of additional resources and support.

Value of continuing professional development and reflective practice: Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Notes

Use this area for making notes and drawing diagrams



UV30564

Assess occupational competence in the work environment

The aim of this unit is to develop your performance to carry out assessments of occupational competence in a work environment.

Level

3

Credit value

6

GLH

30

Observation(s)

1

External paper(s)

0

Assess occupational competence in the work environment

Outcomes

On completion of this unit you will:

1. Be able to make assessment decisions about occupational competence
2. Be able to provide required information following the assessment of occupational competence
3. Be able to maintain legal and good practice requirements when assessing occupational competence
4. Be able to plan the assessment of occupational competence

Evidence requirements

1. **Specific unit requirements**
   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

2. **Simulation**
   Simulation is not allowed in this unit.

3. **Achieving assessment criteria**
   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 assessment criterion.

4. **Observation outcomes**
   There must be evidence of you carrying out a **minimum of two** assessments of **two** learners' 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 assessing another learner assessor who in turn is assessing someone else. **A minimum of one assessment must be observed.**

5. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.

6. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

7. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve outcomes and ranges in this unit. All outcomes and ranges must be achieved.

8. **External paper**
   There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Observations

Outcome 1

Be able to make assessment decisions about occupational competence

You can:

a. Use valid, fair and reliable assessment methods including:
   - observation of performance
   - examining products of work
   - questioning the learner
   - discussing with the learner
   - use of others (witness testimony)
   - looking at learner statements
   - recognising prior learning

b. Make assessment decisions of occupational competence against specified criteria

c. Follow standardisation procedures

d. Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 2

Be able to provide required information following the assessment of occupational competence

You can:

a. Maintain records of the assessment of occupational competence, its outcomes and learner progress

b. Make assessment information available to authorised colleagues

c. Follow procedures to maintain the confidentiality of assessment information

*May be assessed through oral questioning.

Observation	1	Optainal	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 3

Be able to maintain legal and good practice requirements when assessing occupational competence

You can:

a. Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare

b. Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 4

Be able to plan the assessment of occupational competence

You can:

a. Communicate the purpose, requirements and processes of assessing occupational competence to the learner

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Notes

Use this area for notes and diagrams.

Range

*You must cover all the ranges listed:

Planning of assessment methods	Portfolio reference
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 of assessment methods	Portfolio reference
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	Portfolio reference
New to assessment	
Used to assessment	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must cover all the ranges listed:

Learners with a minimum of 1 specific need	Portfolio reference
Physical needs	
Literacy difficulties	
Language differences	

Assessment process	Portfolio reference
Assessment planning	
Standardisation	
Production of evidence	
Share information with internal personnel	
Completion of qualification	

Regulations and good practice requirements	Portfolio reference
Equality and diversity	
Bilingualism (if applicable)	
Health, safety and welfare	
Reasonable adjustments	
Appeals procedures	
Data protection and confidentiality	
Rules for appearance and behaviour	
Authenticity and validity of evidence	
Currency	
Sufficient evidence	
Occupational standards	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must cover all the ranges listed:

Verification	Portfolio reference
Internal verification	
External verification	
Sampling by verifiers	

Outcome	Portfolio reference
Competent	
Not competent	
Insufficient evidence	

Records	Portfolio reference
Assessor records	
Learner assessment record	
For centre	
For awarding organisation	

Feedback	Portfolio reference
Oral	
Written	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Outcome 3

Be able to maintain legal and good practice requirements when assessing occupational competence

You can:	Portfolio reference/ Assessor initials*
c. Evaluate own work in carrying out assessments of occupational competence	
d. Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	

*Assessor initials to be inserted if orally questioned.

Outcome 4

Be able to plan the assessment of occupational competence

You can:	Portfolio reference/ Assessor initials*
b. 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	
c. Plan the assessment of occupational competence to address learner needs and current achievements	
d. Identify opportunities for holistic assessment	

*Assessor initials to be inserted if orally questioned.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to make assessment decisions about occupational competence

Use of 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, 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.

Assessment decisions:
Against specified criteria, rationale and justification to be provided for assessment decisions, decisions are coherent, realistic, accessible and relevant, decisions show clearly that occupational competence has or has not been achieved, justifiable reasons are recorded fully.

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, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Providing feedback to learners:
Coverage including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback approach, suitability of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.

Outcome 2: Be able to provide required information following the assessment of occupational competence

Maintaining records: Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/ personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legislative requirements for records.

Availability of assessment information: To be shared with appropriate colleagues including internal and external verifiers, accessibility of information, different approaches including team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

Maintaining confidentiality: Suitable environment for providing learner feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

Outcome 3: Be able to maintain legal and good practice requirements when assessing occupational competence

Relevant policies, procedures and legislation: Regulatory bodies including Ofqual, SQA, DfES, CCEA, QiW sector skills councils 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, organisational including standardisation and moderation of assessors, and continuing professional development.

Equality and diversity requirements: Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promoting equality and diversity including bilingualism when appropriate, flexibility in planning, implementation, and quality assurance, provision of additional resources and support.

Evaluation of own work: Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Maintaining currency: Review of competence, setting goals and realistic targets, modification to assessment plans and practice, evidence based research and use of new technology, personal development planning, continuing professional development.

Outcome 4: Be able to plan the assessment of occupational competence

Plan assessment: 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.

Communication:
Coverage of assessment including purpose, requirements and process, 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 (if required).

Addressing learner needs and current achievements: Initial assessment of learners aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning, communication with relevant parties.

Holistic assessment:
Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment.

Notes

Use this area for notes and diagrams.

UV30566

Assess vocational skills, knowledge and understanding

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

Level

3

Credit value

6

GLH

30

Observation(s)

1

External paper(s)

0

Assess vocational skills, knowledge and understanding

Outcomes

On completion of this unit you will:

1. Be able to prepare assessments of vocational skills, knowledge and understanding
2. Be able to carry out assessments of vocational skills, knowledge and understanding
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Evidence requirements

1. **Specific unit requirements**
   There must be evidence to cover all of the assessment methods listed in this unit.

   As a minimum, there must be performance evidence for at **least three** of the following assessment methods:
   - assessments of the learner in simulated environments
   - skills tests
   - oral and written questions
   - assignments
   - projects
   - case studies
   - recognising prior learning
2. **Simulation**
   Simulation is not allowed in this unit.
3. **Achieving assessment criteria**
   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 assessment criterion.
4. **Observation outcomes**
   There must be evidence of you carrying out a **minimum of two** assessments of **two** learners' skills, knowledge and understanding (**four assessments** in total). **A minimum of one assessment must be observed.**
5. **Range**
   All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
6. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
7. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve outcomes and ranges in this unit. All outcomes and ranges must be achieved.
8. **External paper**
   There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Observations

Outcome 1

Be able to prepare assessments of vocational skills, knowledge and understanding

You can:

a. 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

b. Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

c. Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 2

Be able to carry out assessments of vocational skills, knowledge and understanding

You can:

a. Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements

b. Provide support to learners within agreed limitations

c. Analyse evidence of learner achievement

d. Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria

e. Follow standardisation procedures

f. Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 3

Be able to provide required information following the assessment of vocational skills, knowledge and understanding

You can:

a. Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress

b. Make assessment information available to authorised colleagues as required

c. Follow procedures to maintain the confidentiality of assessment information

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Outcome 4

Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

You can:

a. Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare

b. Apply requirements for equality and diversity and, where appropriate, bilingualism

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				

Notes

Use this area for notes and diagrams.

Range

*You must cover all the ranges listed:

Preparation of a minimum of 3 assessment methods	Portfolio reference
Assessments of learners in simulated environments	
Skills tests	
Oral and written questions	
Assignments	
Projects	
Case studies	
Recognising prior learning	

Use a minimum of 3 assessment methods	Portfolio reference
Assessments of learners in simulated environments	
Skills tests	
Oral and written questions	
Assignments	
Projects	
Case studies	
Recognising prior learning	

Learners	Portfolio reference
New to assessment	
Used to assessment	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must cover all the ranges listed:

Learner with a minimum of 1 specific need	Portfolio reference
Physical needs	
Literacy difficulties	
Language differences	

Assessment processes	Portfolio reference
Assessment planning	
Standardisation	
Production of evidence	
Share information with internal personnel	
Completion of qualification	

Regulations and good practice requirements	Portfolio reference
Equality and diversity	
Bilingualism (if applicable)	
Health, safety and welfare	
Reasonable adjustments	
Appeals procedures	
Data protection and confidentiality	
Rules for appearance and behaviour	
Authenticity and validity of evidence	
Currency	
Sufficient evidence	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

*You must cover all the ranges listed:

Verification	Portfolio reference
Internal verification	
External verification	
Sampling by verifiers	

Outcome	Portfolio reference
Competent	
Not competent	
Insufficient evidence	

Records	Portfolio reference
Assessor records	
Learner assessment record	
For centre	
For awarding organisation	

Feedback	Portfolio reference
Oral	
Written	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Notes

Use this area for notes and diagrams.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Knowledge

Outcome 4

Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

You can:	Portfolio reference/ Assessor initials*
c. Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	
d. Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	

*Assessor initials to be inserted if orally questioned.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to prepare assessments of vocational skills, knowledge and understanding

Select methods to assess:
Identify 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.

Prepare resources and conditions:
To be aligned with regulations and good practice requirements, environment, room, assessment materials and tools, 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.

Communication of purposes, requirements and processes:
Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, plan for time and venue, assessment plan to be agreed with learner using variety of assessment methods, 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, suitability of feedback in terms of level of criteria and standards.

Outcome 2: Be able to carry out assessments of vocational skills, knowledge and understanding

Manage assessments:
To be aligned with awarding organisation requirements, preparation of assessment plan, identification of opportunities for assessment, 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.

Provide support to learners:
Support strategies 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, different approaches for assessment, resources fit for purpose, timing adjustments, understanding of reasonable adjustments and special considerations allowed for assessment.

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.

Make assessment decisions:
Identify evidence of competence against specified criteria for practical skills and knowledge requirements, 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.

Standardisation procedures:
In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Providing feedback to learners:
Coverage including affirmation of achievement or identification of further work required for assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.

Outcome 3: Be able to provide required information following the assessment of vocational skills, knowledge and understanding

Maintaining records:
Accurate reflection of activities/ occurrences, range of assessment methods documented, action plans/ personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legislative requirements for records.

Availability of assessment information:
To be shared with appropriate colleagues including internal and external verifiers, accessibility of information, different approaches including team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

Maintaining confidentiality:
Suitable environment for providing learner feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

Outcome 4: Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Relevant policies, procedures and legislation: Regulatory bodies including Ofqual, SQA, DfES, CCEA, QiW sector skills councils, 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, centre requirements including standardisation and moderation of assessors, continuing professional development.

Equality and diversity requirements: Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promotion of equality and diversity including bilingualism, where appropriate, flexibility in planning, implementation and quality assurance, provision of additional resources and support.

Evaluation of own work: Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Maintaining currency: Engaging in continual professional development, review of competence, setting goals and realistic targets, modification to assessment plans and practice, evidence based research and use of technology, personal development planning.

Notes

Use this area for notes and diagrams.