



Qualification
Guidance

Level 3 Certificate in Assessing Vocational Achievement

Qualification
Accreditation Number:
501/0163/8
Version AIQ004878

Active iQ

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Active IQ Level 3 Certificate in Assessing Vocational Achievement

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INTRODUCTION

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

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

The Active IQ Certificate in Assessing Vocational Achievement is at level 3 on the Regulated Qualifications Framework.

Guided learning hours: 84

Total Qualification Time: 150

Credit: 15

Minimum credit to be achieved at the level of the qualification:

15

Requirements other than the award of credit which needs to be met before the qualification is awarded:

None

Exemptions:

None

ENTRY REQUIREMENTS

- This qualification is open to all (learners must be 19 years old or over) and have occupational and technical competence in the areas that they wish to assess

TARGET LEARNERS:

- This qualification is aimed at learners who wish to widen their career pathway and skill set within their chosen sector through assessing.

AIMS/OBJECTIVES:

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

PROGRESSION:

This qualification provides progression to Level 4 qualifications in internal quality assurance for learners who wish to further their knowledge and skills and become internal or lead internal verifiers.

QUALIFICATION STRUCTURE AND UNIT CONTENT

This qualification comprises of 3 mandatory units:

Unit 1 - Understanding the Principles and Practices of Assessment

Unit 2 - Assess Vocational Skills, Knowledge and Understanding

Unit 3 - Assess Occupational Competence in the Work Environment

Successful achievement of all 3 units must be achieved for the full qualification.

Learning outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Understand the principles and requirements of assessment	1.1 explain the functions of assessment in learning and development 1.2 define the key concepts and principles of assessment 1.3 explain the responsibilities of the assessor 1.4 identify the regulations and requirements relevant to assessment in own area of practice
2. Understand different types of assessment method	2.2 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1 summarise key factors to consider when planning assessment 3.2 evaluate the benefits of using a holistic approach to assessment 3.3 explain how to plan a holistic approach to assessment 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 explain how to minimise risks through the planning process
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 4.2 summarise types of information that should be made available to learners and others involved in the assessment process 4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	6.1 evaluate the importance of quality assurance in the assessment process 6.2 summarise quality assurance and standardisation procedures in own area of practice 6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice

7. Understand how to manage information relating to assessment	<p>7.1 explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 explain the contribution that technology can make to the assessment process</p> <p>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>
Assessment	Worksheet or Professional Discussion

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. 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: <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning • prepare resources and conditions for the assessment of vocational skills, knowledge and understanding • communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
2. Carry out assessments of vocational skills, knowledge and understanding	2.1 manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 provide support to learners within agreed limitations 2.3 analyse evidence of learner achievement 2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 follow standardisation procedures 2.6 provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
3. 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 3.2 make assessment information available to authorised colleagues as required 3.3 follow procedures to maintain the confidentiality of assessment information
4. 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 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism 4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding 4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding
Assessment	Portfolio of evidence

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Plan the assessment of occupational competence	1.1 plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> • 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 • communicate the purpose, requirements and processes of assessing occupational competence to the learner • plan the assessment of occupational competence to address learner needs and current achievements • identify opportunities for holistic assessment
2. Make assessment decisions about occupational competence	2.1 use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • 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 • make assessment decisions of occupational competence against specified criteria • follow standardisation procedures • provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. Provide required information following the assessment of occupational competence	3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress 3.2 make assessment information available to authorised colleagues 3.3 follow procedures to maintain the confidentiality of assessment information
4. 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 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.3 evaluate own work in carrying out assessments of occupational competence 4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence
Assessment	Portfolio of evidence

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