Level 3 Award/Certificate in

Understanding the Principles and Practices of Assessment

Assessing Competence in the work Environment

Assessing Vocationally Related Achievement

Assessing Vocational Achievement

Specification

Ofqual Accreditation Number:
Level 3 Award in Understand the Principles and Practices of Assessment   **501/1751/8**
Level 3 Award in Assessing Competence in the Work Environment   **501/1750/6**
Level 3 Award in Assessing Vocationally Related Achievement   **501/1730/0**
Level 3 Certificate in Assessing Vocational Achievement   **501/1731/2**

Ofqual Accreditation Start Date: 01/10/2010
Ofqual Accreditation End Date: 31/07/2018
Ofqual Certification End Date: 31/07/2019

ASCENTIS' MISSION STATEMENT

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

▪ **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

▪ **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Assessing Level 3 Awards and Certificates

Introduction

These qualifications are all at Level 3 and are appropriate for individuals who are interested in taking on the role of an assessor as well as for staff already in this role. A candidate can choose a qualification from the suite that is most appropriate to their current or intended job role. The suite includes a knowledge based award on the principles and practices of assessment, suitable for those who may not be directly involved in assessing, for example, curriculum managers, or those new to assessment. Of the two other awards one focuses on the assessment of competence whilst the other focuses on the assessment of vocationally related achievement. The certificate combines both these aspects of assessment.

The qualifications will give people who carry out an assessing role the opportunity to develop and improve their practice as well as the opportunity of achieving a professional qualification. There may be a requirement for assessors of competence to hold a particular qualification, although the actual requirements will vary within a sector. Reference should be made to the particular assessment requirements from the sector in which the assessor is working. These will be detailed within the relevant qualification specifications, or through referring to the sector skill council.

Ascentis also offers the suite of qualifications for internal quality assurance staff, detailed within the qualification specification available on the Ascentis website.

These qualifications are on the QCF and replace the previous qualifications:
A1 Assess candidate performance using a range of methods, or, D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

Aims

The aims of the qualification are to enable learners:

1   Develop knowledge and understanding of the principles and practice that underpin assessment

2   Develop skills in assessing occupational competence in an individual's work environment

3   Develop skills in assessing vocational knowledge, understanding and skills in environments other than the work environment (for example a workshop, classroom or other training environment)

4   Award the candidate a professional qualification for the knowledge, understanding and skills developed

Target Group

This qualification is aimed at a range of learners, including:

- The 19+ age group
- Those working or intending to work as assessors within an FE centre, Adult and Community Learning centre, a Learning Provider and directly within the workplace

Ofqual Qualification Accreditation Number

Level 3 Award in Understand the Principles and Practices of Assessment   501/1751/8
Level 3 Award in Assessing Competence in the Work Environment   501/1750/6
Level 3 Award in Assessing Vocationally Related Achievement   501/1730/0
Level 3 Certificate in Assessing Vocational Achievement   501/1731/2

Level 3 Award in Understanding the Principles and Practices of Assessment				
				Credit Value: 3
Group A - Mandatory Units				
			Credit (from Group A) Mandatory Units:3	
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Understanding the Principles and Practices of Assessment	3	3	24	D/601/5313

Level 3 Award in Assessing Competence in the Work Environment				
				Credit Value: 9
Group A - Mandatory Units				
			Credit (from Group A) Mandatory Units:9	
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Understanding the Principles and Practices of Assessment	3	3	24	D/601/5313
Assess Occupational Competence in the Work Environment	3	6	30	H/601/5314

Level 3 Award in Assessing Vocationally Related Achievement				
				Credit Value: 9
Group A - Mandatory Units				
			Credit (from Group A) Mandatory Units:9	
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Understanding the Principles and Practices of Assessment	3	3	24	D/601/5313
Assess Vocational Skills, Knowledge and Understanding	3	6	30	F/6014/5319

Level 3 Certificate in Assessing Vocational Achievement				
				Credit Value: 15
Group A - Mandatory Units				
			Credit (from Group A) Mandatory Units:15	
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Understanding the Principles and Practices of Assessment	3	3	24	D/601/5313
Assess Occupational Competence in the Work Environment	3	6	30	H/601/5314
Assess Vocational Skills, Knowledge and Understanding	3	6	30	F/601/5319

Credit Accumulation and Transfer
Within these qualification there are opportunities for credit accumulation and credit transfer. Credit accumulation of any unit within the qualifications can be accepted within the lifetime of the qualifications.

Exemptions
Candidates who have achieved the A1/D32 or D33 Assessment qualification or the V1/D34 Internal Quality Assurance qualification, may use their achievement towards these awards and certificate. Please contact the Ascentis office to discuss further.

Recommended Prior Knowledge, Attainment and/or Experience

No particular qualifications, knowledge, understanding or skills are required other than candidates being able to cope with the demands of the course. Candidates taking the competence units need to have access to a minimum of two learners' in order to carry out assessments of a learners knowledge, understanding, skills and or competence.

Age Range of Qualification

This qualification is suitable for the 19+ age group.

Opportunities for Progression

Candidates may progress to other award/certificates within this suite of Assessor qualifications.

Candidates may also wish to progress to awards/certificates within the suite of Quality Assurance qualifications at Level 4. These are detailed within the qualification specification available on the Ascentis website.

A further choice could include qualifications for teaching within the Lifelong Learning Sector. Ascentis offers the full suite of these qualifications. These are detailed within the qualification specification available on the Ascentis website.

Mapping/Relationship to National Occupational Standards

LLUK: Learning and Development NOS Standard 9: Assess learner achievement

Mapping is shown in more detail in Appendix 3.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk/rhombus.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1].* Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

To achieve a qualification evidence of achievement of all the assessment criteria across all the mandatory units must be demonstrated. These are assessed by building up a portfolio of evidence. Ascentis has put together a structured method of building the portfolio called the Personal Practice File (2PF).

All units are internally assessed, internally moderated by the centre and then externally moderated by Ascentis.

On completion of the learners' evidence for either the individual units or the award or certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix x

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Candidates taking the competence units need to have access to a minimum of two learners in order to carry out assessments of a learners' knowledge, understanding, skills and or competence.

Internal Assessment

The portfolio of evidence is marked within the centre by an assessor/tutor who may or may not be the tutor delivering the course. Assessor/tutors/assessors marking the assessment tasks should consider whether all the assessment criteria have been met to an appropriate standard. 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 criteria.

The assessor/tutor must be confident that the work is the learner's own work. For example, this can be ensured by completion of at least part of an assessment task within a supervised classroom environment. The summary sheet which includes a statement on authentication should be signed by both the candidate and assessor. The summary sheet can be found in the Appendix.

Ascentis has put together a structured method of building the portfolio called The Personal Practice File (2PF) further details of this are below. The 2PF is a dynamic document that encourages a holistic approach and develops incrementally as the candidate progresses through the award/certificate programme. The 2PF is an optional method of assessment.
If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the assessor/tutor. However assessor/tutors must not correct the work of the learner, and all feedback given by the assessor/tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Performance Evidence for the Assessment Methods

Unit – Assess Occupational Competence in the Work Environment

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:

- Examining products of work
- Observation of performance in the work environment
- Questioning the learner

Simulations are not allowed

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

The learner assessor's performance evidence must be assessed by observation.

There must be evidence of the learner assessor carrying out at least 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.

The observation on assessor performance pro-forma (appendix 6) should be completed by the assessor/tutor as performance evidence as well as the learner feedback on assessment process pro-forma (Appendix 7).

Unit – Assess Vocational Skills, Knowledge and Understanding

There must be evidence to cover all of the assessment methods listed in the 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
- Assignments
- Case studies
- Oral and written questions
- Projects
- Recognising prior learning
- Skills tests

Other forms of evidence will be acceptable for the remaining assessment methods.

The learner assessor's performance evidence must be assessed by observation.

There must be evidence of the candidate assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

The observation on assessor performance pro-forma (appendix 6) should be completed by the assessor/tutor as performance evidence as well as the learner feedback on assessment process pro-forma (Appendix 7).

In order to complete the certificate it is essential to carry out assessments for both the units detailed above i.e.; eight assessments in total across at least two learners'.

Personal Practice File (2PF)

The 2PF may be part of the assessment strategy for all units within this suite of qualifications. Satisfactory completion will provide evidence that the learner has achieved the learning outcomes and assessment criteria in the units of assessment. Mapping has been completed against the units of assessment and is shown within each unit.

It is the responsibility of the candidate to maintain the 2PF, which must be available to tutors, internal moderators and external moderators where necessary.

The 2PF is intended to be a dynamic document that develops incrementally throughout the programmes of study, demonstrating the development of knowledge, understanding and skills of the learner.

It is recommended that the 2PF is completed and updated as an electronic document; however, hard copies may be required for assessment, internal moderation and external moderation.

The 2PF contains the following elements:

- Assessor Role and Log (ARL)
- Observation Record (OR)
- Planning, Support, Assessment and Evaluation (PSAE)
- Record of Development (rod)

Descriptions of the documentation required for each of the above sections can be found in the Appendices

Evidence for the 2PF

It is envisaged that the evidence for the 2PF will be gathered in a variety of ways, of which the following are examples:

- Feedback given to individuals after assessment has taken place
- Observation record
- Questions and discussions
- The planning of assessment with individuals and groups;
- The practical assessment of individuals' work carried out by the candidate;
- Video
- Worksheets

Candidates must always be aware that it is the quality of work they produce, and not the quantity that determines the level of achievement.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Information section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the accredited provision

- The levels of resources to support the delivery of the qualification, including both physical resources and staffing

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements

- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification

- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

All those who assess these qualifications must:

- Already hold the qualification they are assessing (or previous equivalent qualification) and have successfully assessed other qualifications;
- Have up to date working knowledge and experience of best practice in assessment and quality assurance.

Hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 assess candidate performance using a range of methods, or
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- Show current evidence of continuing professional development in assessment and quality assurance.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

UNIT SPECIFICATIONS

Understanding the Principles and Practices of Assessment

Credit Value of Unit: 3 **GLH of Unit: 24** **Level of Unit: 3**

Introduction

This unit is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirements to practice as assessors.
The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

'Practitioner' means anyone with a learning and development responsibility as the whole or part of their role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	Assessment 2PF
1 Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development	PSAE
	1.2 Define the key concepts and principles of assessment	PSAE
	1.3 Explain the responsibilities of the assessor	ARL
	1.4 Identify the regulations and requirements relevant to own area of practice	ARL
2 Understand different types of assessment methods	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	PSAE
3 Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessments	PSAE
	3.2 Evaluate the benefits of using a holistic approach to assessment	PSAE
	3.3 Explain how to plan a holistic approach to assessment	PSAE
	3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility	PSAE
	3.5 Explain how to minimise risks through the planning process	PSAE
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	ARL
	4.2 Summarise types of information that should be made available to learners and others involved in the assessment process	ARL
	4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.	PSAE
	4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners.	PSAE
5 Understand how to make	5.1 Explain how to judge whether	PSAE

	assessment decisions	evidence is: ▪ Authentic ▪ Current ▪ Sufficient	
		5.2 Explain how to ensure that assessment decision are: ▪ Fair ▪ Made against specific criteria ▪ Reliable ▪ Valid	PSAE
6	Understand quality assurance of the assessment process	6.1 Evaluate the importance of quality assurance in the assessment process	ARL
		6.2 Summarise quality assurance and standardisation procedures in own area of practice	ARL
		6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	ARL
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	ARL
		7.2 Explain how feedback and questioning contribute to the assessment process	ARL
8	Understand the legal and good practice requirements in relation to assessment	8.1 Explain the legal issues, policies and procedure relevant to assessment, including those for confidentiality, health, safety and welfare	ARL
		8.2 Explain the contribution that technology can make to the assessment process	PSAE
		8.3 Evaluate requirements for equality and diversity and where appropriate, bilingualism in relation to assessment.	PSAE
		8.4 Explain the value of reflective practice and continuing professional development in the assessment process.	PSAE, RoD

Indicative Content
Assessment Planning: *e.g. what to assess, how learned, evidence of learning, how assessed, holistic approach etc.*   **Types and Purpose of Assessment:** *initial, diagnostic, formative, summative*   **Assessment Methods:** *e.g. multiple choice questions, short answer questions, projects, practical activities, observation, product etc.*   **Strengths and Limitations of Types and Methods of Assessment in Relation to Individual Learning Needs**   Adaptations of assessment methods to meet individual learning needs   **Effective Feedback**: *e.g. identifying strengths and areas for development, focusing on specifics, timing of feedback, verbal and written feedback*   **Systems and Procedures for Recording Assessment Information:** *e.g. internal and external requirements, flow of information, candidate involvement, confidentiality*   **People Involved in the Assessment Process:** *e.g. candidate, peers, tutor,* supervisors etc.   **Quality Assurance:** *e.g. standardisation, internal moderation, external moderation*   **Equality and diversity issues**   **Legal Requirements Related to Own Area of Work** *e.g. health and safety issues etc.*

Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

- Level 3 Award in Assessing Competence in the Work Environment

- Level 3 Award in Assessing Vocationally Related Achievement

- Level 3 Certificate in Assessing Vocational Achievement

UNIT SPECIFICATIONS

Assess Occupational Competence in the Work Environment

Credit Value of Unit: 6 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

This unit is intended for assessors who asses occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed within the unit.

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in the work environment. This unit requires evidence of using the following assessment methods:
- Observation of performance
- Examining products of work
- Questioning the candidate
- Discussing with the candidate
- Use of others (witness testimony)
- Looking at candidate statements
- Recognising prior learning

'Practitioner' means anyone with a learning and development responsibility as the whole or part of their role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	Assessment 2PF

1 Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods:
	  ▪ Discussing with the learner
	  ▪ Looking at learner statements
	  ▪ Observation of performance in the work environment
	  ▪ Questioning the learner
	  ▪ Recognising prior learning
	  ▪ Examining products of work
	  ▪ Use of others (witness testimony)
		PSAE, OR, RoD

	1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner	OR
	1.3 Plan the assessment of occupational competence to address learner needs and current achievements	PSAE, OR
	1.4 Identify opportunities for holistic assessment	PSAE, OR

2	Be able to make assessment decisions about occupational competence	2.1	use valid, fair and reliable assessment methods, including: • Examining products of work • Observation of performance • Discussing with the learner • Looking at learner statements • Questioning the learner • Recognising the learner • Use of others (witness testimony)	OR
		2.2	Make assessment decisions of occupational competence against specified criteria	OR
		2.3	Follow standardisation procedures	ARL
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	OR
3	Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of assessment of occupational competence, its outcomes and learner progress	OR
		3.2	Make assessment information available to authorised colleagues	ARL
		3.3	Follow procedures to maintain the confidentiality of assessment information	ARL
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	ARL
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence	PSAE
		4.3	Evaluate own work in carrying out assessments of occupational competence	PSAE
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	RoD

Indicative Content
Features of Occupational Competence: *e.g. personal effectiveness, occupational skills, transferable skills etc.* **Assessment Methods of Occupational Competence**: *e.g. observation of performance, products, questioning, witness testimony etc.* **Training Plan:** *e.g. aims and objectives, content of plan, methods of assessment, those involved, timing, feedback etc.* **Legal Requirements**: *e.g. health and safety etc.* **Record Keeping** **Equality and Diversity.** **Continual Professional Development**

Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

- Level 3 Award in Understanding the Principles and Practices of Assessment

- Level 3 Award in Assessing Vocationally Related Achievement

- Level 3 Certificate in Assessing Vocational Achievement

UNIT SPECIFICATIONS

Assess Vocational skills, Knowledge and Understanding

Credit Value of Unit: 6   **GLH of Unit: 30**   **Level of Unit: 3**

Introduction

This unit 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).

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside the work environment. Assessment methods include:
- Assessment of the candidate in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognising prior learning
- This unit does not require the design of assignments.

'Practitioner' means anyone with a learning and development responsibility as the whole or part of their role.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can	Assessment 2PF
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 ■ Assignments ■ Case studies ■ Oral and written questions ■ Projects ■ Recognising prior learning ■ Skill tests	PSAE, OR
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	PSAE, OR
	1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	PSAE, OR

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	PSAE
		2.2	Provide support to learners within agreed limitations	PSAE, OR, ARL
		2.3	Analyse evidence of learner achievement	PSAE, OR
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specific criteria	OR
		2.5	Follow standardisation procedures	ARL
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	OR, ARL
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	OR
		3.2	Make assessment information available to authorised colleagues as required	ARL
		3.3	Follow procedures to maintain the confidentiality of assessment information	ARL, PSAE, OR
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	ARL
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism	PSAE
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	PSAE, RoD
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	RoD

Indicative Content
Assessment Methods *e.g. simulation, questioning, assignments, products, case studies etc.*
Types and Purpose of Assessment *e.g. formative, summative*
Resources *e.g. skills tests, simulation requirements etc.*
Planning Assessment *e.g. aims and objectives, types of assessment involved, reasons for assessment, resources required etc.*
Record Keeping
Legal Requirements *e.g. relevant policies, health and safety etc.*
Equality and Diversity
Continuing Professional Development
Confidentiality

Tutor Guidance

Please note that this unit also appears in the following Ascentis qualifications:

▪ Level 3 Certificate in Assessing Vocational Achievement

Summary Record of Achievement

Level 3 Award in Understanding the Principles and Practices of Assessment

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding the Principles and Practices of Assessment	3	3			

Learner Name _____

Minimum Credit Value of Qualification 3

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

Level 3 Award in Assessing Competence in the Work Environment

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding the Principles and Practices of Assessment	3	3			
Assess Occupational Competence in the Work Environment	3	6			

Learner Name _____

Minimum Credit Value of Qualification 9

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

Level 3 Award in Assessing Vocationally Related Achievement

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding the Principles and Practices of Assessment	3	3			
Assess Vocational Skills, Knowledge and Understanding	3	6			

Learner Name _____

Minimum Credit Value of Qualification 9

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

Level 3 Certificate in Assessing Vocational Achievement

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding the Principles and Practices of Assessment	3	3			
Assess Occupational Competence in the Work Environment	3	6			
Assess Vocational Skills, Knowledge and Understanding	3	6			

Learner Name _____

Minimum Credit Value of Qualification 15

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Unit Title <u>Understanding the Principles and Practices of Assessment</u>

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
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				
2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners				
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				
4.1 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				
5.1 Explain how to judge whether evidence is: ▪ Authentic ▪ Current ▪ Sufficient				

5.2 Explain how to ensure that assessment decisions are: ▪ Fair ▪ Made against specific criteria ▪ Reliable ▪ Valid				
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.				
7.1 Explain the importance of following procedures for the management of information relating to assessment				
7.2 Explain how feedback and questioning contribute to the assessment process				
8.1 Explain legal issues, policies and procedure relevant to assessment, including those for confidentiality, health, safety and welfare.				
8.2 Explain the contribution that technology can make to the assessment process				
8.3 Evaluate requirements for equality and diversity and where appropriate, bilingualism in relation to assessment				
8.4 Explain the value of reflective practice and continuing professional development in the assessment process				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____   Date _____

Assessor Signature _____   Date _____

Internal Verifier (if sampled) _____   Date _____

Tracking Sheet

Unit Title <u>Assessing Occupational Competence in the Work Environment</u>

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 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 ▪ Recognised prior learning				
1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner				
1.3 Plan the assessment of occupational competence to address learner needs and current achievements				
1.4 Identify opportunities for holistic assessments				
2.1 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				
2.2 Make assessment decisions of occupational competence against specific criteria				
2.3 Follow standardisation procedures				
2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression				
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				
4.1 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				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Unit Title Assessing Vocational Skills, Knowledge and Understanding

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
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 ▪ Assignments ▪ Projects ▪ Case studies ▪ Recognising prior learning				
1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding				
1.3 Communicate the purpose requirements and processes of assessment of vocational skills, knowledge and understanding to learners				
2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements.				
2.2 Provide support learners within agreed limitations				
2.3 Analyse evidence of learner achievement				
2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specific 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				

3.1 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				
4.1 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.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

What are National Occupational Standards? (NOS)

National Occupational Standards aim to provide a clear description of what you need to know and what you need to be able to do to perform a job successfully. They can help inform education, training, recruitment and staff performance monitoring.

National Occupational Standards are there to act as a guide to tutors enabling you to ensure your lessons are relevant and up to date with contemporary practice.

The units of these qualifications relate to the following NOS:

Learning and development NOS Standard 9; Assess Learner achievement

http://www.lluk.org/documents/NOS_learn_and_dev

The Personal Practice File (The 2PF)

The **2PF** contains the following elements:

- Assessor Role and Log (ARL)
- Observation Record (OR)
- Planning, Support, Assessment and Evaluation (PSAE)
- Record of Development (RoD)

The Assessor Role and Log is required in full for all the units with this suite of qualifications.

The Planning, Support, Assessment and Evaluation part of the 2 PF is required for all of the units within the suite of qualifications, although the evidence required will vary dependent on the units being taken.

The Observation Record is **not** required for the Unit – Understand the Principles and Practices of Assessment. It is required as evidence for all the other units, but the actual evidence required will vary dependent on the units being taken.

The Record of Development: is required for all of the units within this suite of qualifications.

Assessor Role and Log (ARL)

The candidate should provide some contact details and an overview of their role as an assessor. Any other relevant training should be noted.

The ARL must also provide information on the different contexts in which the candidate assesses.

It Should Include:

- Candidate contact details; Current C.V. (preferably in European format)
- An explanation of the context(s) in which the candidate assesses;
- An explanation of the role and responsibilities of an assessor; including boundaries and limitations
- An outline of how the candidate liaises with learners and others involved in the importance of assessment process;
- An outline of specific current legislative requirements and codes of practice related to an assessor.
- An explanation of the information which needs to be available to learners and others involved in the assessment process and an explanation of why this is important.
- An outline of QA and standard procedure in own area of practice.

The ARL must be updated whenever necessary to demonstrate currency of experience.

The ARL will demonstrate:

- The nature and level(s) of assessment in which the candidate is engaged;
- The candidate's understanding of their role as an assessor;
- The ways in which the candidate works with others involved in the assessment process;
- That assessment is completed in an approved context;
- That the candidate can demonstrate knowledge of relevant legislation and codes of practice;
- The importance of QA in the assessment process
- The QA procedure and standard procedure in their own area of practice
- Actions taken when disputes occur

It is an Essential Document:

- To confirm the appropriateness of the qualification for the candidate
- To confirm the correct starting point for the candidate
- For providing evidence that the candidate has achieved of the learning outcomes and has met the assessment criteria for the units of assessment

Planning, Support, Assessment and Evaluation (PSAE)

This section of the 2PF will provide evidence relating to the candidate's ability to plan, assess and evaluate assessment of learners. It will provide evidence of how the candidate uses knowledge of assessment and knowledge of the learners to assess their skills, knowledge and understanding.   It must include:

A rationale for the Assessment Programme Including:

- A full description of appropriate assessment methods, including their strengths and limitations to assess competence in the work environment; including the use of technology (for qualifications including the unit – assess occupational competence in the work environment)
- A full description of appropriate assessment methods, including their strengths and limitations to assess knowledge and understanding, for a range of learners and a range of context (for qualifications including the unit – Assess Vocational Related Achievement)
- An explanation of the principles and practices of assessment;

Plans of at Least Two Assessments for Each of Two Learners' Occupational Competence (Minimum Four Assessments). Include With These Plans:

- An explanation which includes: key factors to consider when planning assessment;
- The benefits of a holistic approach and the risks involved and how you would minimise them. Including issues of equality and diversity. For qualifications including the unit – assess competence in the work environment.

Plans of At Least Two Assessments for Each of Two Learners' Vocational Competence (Minimum Four Assessments). Include With These Plans

- An explanation which includes: key factors to consider when planning assessment;
- The benefits of a holistic approach and the risks involved and how you would minimise them. Including issues of equality and diversity. For qualifications including the unit – assessing Vocationally Related Achievement.

Evaluations of the Observed Sessions, Discussing what was:

- Successful
- Not successful
- How this will affect future planning

PSAE will demonstrate:

- The candidate's knowledge and understanding of the principles and practices that underpin assessment.
- The candidate's ability to assess occupational competence in a learner's environment;
- The candidate's ability to assess the learner's knowledge and understanding, within a vocationally related context.

It is an essential document:

- For providing evidence of the candidate's knowledge and understanding of the principles and practices of assessment;
- To demonstrate candidate's ability to assess occupational competence; and or/
  Knowledge, understanding skills in a vocationally related context;
- For providing that the candidate has achieved the learning outcomes of the assessment criteria in the units of assessment.

Observation Record (OR)

In this section candidates will include satisfactory observation reports of at least two learners' on two separate occasions including any feedback given to learners.

- Plans of at least two assessments for each of two learners' occupational competence (minimum four assessments). Include with these plans an explanation which includes: key factors to consider when planning assessment; the benefits of a holistic approach and the risks involved and how you would minimise them. Including issues of equality and diversity. For qualifications including the unit – Assess Competence in the Work Environment.
- Plans of at least two assessments for each of two learners' vocational competence (minimum four assessments). Include with these plans an explanation which includes: key factors to consider when planning assessment; the benefits of a holistic approach and the risks involved and how you would minimise them. Including issues of equality and diversity. For qualifications including the unit – Assessing Vocationally Related Achievement
- Pro forma for observation record form is included in the Appendix 9
- Candidates must also maintain reflections on these observations and evidence of any actions taken as a result of these observations.
- Learner feedback pro forma can act as evidence to support observation can be found in the Appendix 10

The OR will demonstrate:

- Candidate progress in the development of the assessment process;
- Dialogue with tutors about assessment skills;
- Reflective practice;
- Actions taken as a result of the observations.

It is an Essential Document:

- To provide evidence that the appropriate number of satisfactory observations has been achieved;
- To provide evidence of the acquisition and development of appropriate skills involved in the assessment of others;
- To demonstrate reflection in action;
- For providing evidence that the candidate has achieved the learning outcomes and has met the assessment criteria in the units of assessment.

N.B: If centres have own forms these can be used if more appropriate, if in doubt contact Ascentis if necessary.

Record of Development (RoD)

The RoD is the means by which the candidate plans, reflects on and records their academic progress on the programme of study. The record of development should include:

- Evidence of the candidate's own initial assessment;
- Evidence of the candidate's personal development as an assessor, any difficulties experienced and actions taken;
- Records of personal tutorials and any related action planning.
- An explanation of the role of reflective practice in the assessment process

The RoD will demonstrate:

- The results of initial assessment of the candidate, with any records of additional learning support required;
- Any additional assessments (e.g. In literacy, language, numeracy and ICT) that have been completed;
- Academic progress;
- Liaison and negotiation with personal tutors and internal quality assurance personnel.

It is an Essential Document:

- For providing evidence of initial assessment of candidate skills and analysis of their development;
- For providing evidence of academic progress;
- For providing evidence that the candidate has achieved the learning outcomes and has met the assessment criteria in the units of assessment.

Ascentis Awards and Certificate in Assessment
Observation on Assessor Performance

Candidate Name	Observer name	Date
Subject/topic	No. of learners in group	Duration of observation

Checklist	Yes	No	Comments
Assessment plan available and relevant			
Learner put at ease			
Assessment procedure explained and negotiated			
Learner encouraged to relate evidence to standards			
Questions relevant to appropriate PCs/knowledge			
PCs covered accordingly in the plan			
All possible sources of evidence considered			
Further action agreed with learner			
Necessary assessment document completed			

Summary review

Strengths	Areas for development

Signature of Assessor _____

Signature of candidate _____

Ascentis Awards and Certificate in Assessment
Learner Feedback on Assessment Process

Learner Name	Assessor Name	Date
Subject/topic	Number in group	Duration of Observation

Please answer the questions below	Yes	No	Comments
Was your assessor's manner encouraging and did it put you at ease?			
Was the assessment procedure clearly explained and agreed with by you?			
Was it a positive experience for you?			
Did you understand what the assessor asked of you?			
Did your assessor make sure that all PCs etc. were covered?			
Were you given clear feedback?			
Were all possible sources of evidence considered?			
Were assessment decisions clear and made in a positive manner?			
Did you agree with the decisions?			
Were all the documents signed and dated?			

Learner Signature _____

Useful Publications

Reece I, and Walker S, (2203) Teaching, training and Learning: A Practical guide, London, Routledge

Tummons J, (2205) Assessing learning in Further Education

Other relevant sources

Education guardian (Tuesday) or www.education.guardain.co.uk

Times Education Supplement (Friday) or www.tes.co.uk

The Department for Education and Skills - www.DfES.gov.uk

The Lifelong Learning UK **– www.lluk.org.uk**

Adults learning, NIACE: (monthly journal)

Please use the document below for referencing

http://www.eshare.edgehill.ac.uk/1133/1/HR_guide_RevisedDec2011.pdf