



Level 3 Award in Assessing Vocationally Related Achievement

(ED501-01)

Qualification

Level 3 Award in Assessing Vocationally Related Achievement (ED501-01)

Title and level	GLH	TQT	WorldSkills Qualification number
Level 3 Award in Assessing Vocationally Related Achievement	54	90	ED501-01

Introduction

This document tells you what you need to do to deliver the qualifications:

The **Level 3 Award in Assessing Vocationally Related Achievement (ED501-01)** is a qualification that is either assessed in a workplace or realistic work environment.

The qualification is designed to support the candidate to be able to assess students' work and make judgements on the validity, authenticity, current, sufficient and reliable to meet the awarding body standards. It will give the candidates the knowledge required to participate in standardisation meetings and meet awarding body expectations in relation to the evidence required to meet the qualification specification.

Candidate Entry Requirements

Candidates should not be entered for this qualification if they have the occupational competence and knowledge to assess students' work. This competence can be achieved through a formal qualification or experience gained in the classroom or workplace.

It is recommended that candidates should have a minimum of a level 3 qualification in the desired vocational area.

Qualification Units

To achieve the **Level 3 Award in Assessing Vocationally Related Achievement (ED501-01)**, learners must achieve **9** credits

All mandatory units must be achieved

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
700	D/601/5313	Understanding the principles and practices of assessment	3	24
701	F/601/5319	Assess Vocational Skills, Knowledge and understanding	6	30

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment.

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Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills 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

Centre Requirements

As a minimum, it is expected that centres seeking approval for this qualification have qualified assessor and internal verification systems in place to train and supervise new assessors.

Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing and continue to achieve and minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Qualification Structure

Unit 700 Understanding the principles and practices of assessment

UAN: D/601/5313

Level: 3

Credit value: 3

GLH: 24

Aim

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

Achieving knowledge outcomes

Your knowledge and understanding will be assessed using some of the following methods

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

Learning outcome 1 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 the assessment in own area of practice
Learning outcome 2 2. Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
Learning outcome 3 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
Learning outcome 4	4.1 Explain the importance of involving the learner and others in the assessment process

4. Understand how to involve learners and others in assessment	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
Learning outcome 5 5. Understand how to make assessment decision	5.1 Explain how to judge whether evidence is: • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair
Learning outcome 6 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
Learning outcome 7 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 7.2 Explain how feedback and questioning contribute to the assessment process
Learning outcome 8 8. Understand the legal and good practice requirements in relation to assessment	8.1 Explain legal issues, policies and procedures 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

Unit 701 Assess Vocational Skills, Knowledge and understanding

UAN: F/601/5319
Level: 3
Credit value: 6
GLH: 30

Aim

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.

Knowledge of 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.

Learning outcome 1 1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
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	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
Learning outcome 2 2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 2.2 2.3 2.4 2.5 2.6	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements Provide support to learners within agreed limitations Analyse evidence of learner achievement Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria Follow standardisation procedures Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
Learning outcome 3 3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1 3.2 3.3	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress Make assessment information available to authorised colleagues as required Follow procedures to maintain the confidentiality of assessment information
Learning outcome 4 4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 4.2	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare Apply requirements for equality and diversity and, where appropriate, bilingualism

You must produce evidence of covering the minimum requirements

<i>Preparation of a minimum of 3 assessment methods</i>
Assessments of learners in simulated environments
Skills tests
Oral and written questions
Assignments
Projects
Case studies
Recognising prior learning
Assessments of learners in simulated environments
<i>Use a minimum of 3 assessment methods</i>
Assessments of learners in simulated environments
Skills tests
Oral and written questions
Assignments
Projects
Case studies
Recognising prior learning
<i>Learner will need to show</i>
New to assessment
Used to assessment
<i>Learner with a minimum of 1 specific need</i>
Physical needs
Literacy difficulties
Language differences
<i>All Assessment processes</i>
Assessment planning
Standardisation
Production of evidence
Share information with internal personnel
Completion of qualification
<i>Knowledge of Regulations and good practice requirements</i>
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
<i>Knowledge of Verification</i>
Internal verification
External verification
Sampling by verifiers
<i>Learner with a minimum of 1 Outcome</i>
Competent
Not competent

Insufficient evidence
