

ABC Awards

SEG Awards ABC Level 3 Awards;

Understanding the Principles and Practices of Assessment

Assessing Competence in the Work Environment

Assessing Vocationally Related Achievement

SEG Awards ABC Level 3 Certificate In Assessing Vocational Achievement

Qualification Guidance

[60001690] (Op End Date: 31/12/2017)

[60001707]

[60002347]

[60001677]

About Us

At the Skills and Education SEG Awards (ABC)¹ we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

ABC Level 3 Award in Understanding the Principles and Practices of Assessment – **withdrawn Dec 2017**

ABC Level 3 Award in Assessing Competence in the Work Environment

ABC Level 3 Award in Assessing Vocationally Related Achievement

ABC Level 3 Certificate in Assessing Vocational Achievement

Qualifications	
<p>ABC Level 3 Award in Understanding the Principles and Practices of Assessment [600/0169/0] : Op End Date: 31/12/2017</p> <p>ABC Level 3 Award in Assessing Competence in the Work Environment [600/0170/7]</p> <p>ABC Level 3 Award in Assessing Vocationally Related Achievement [600/0234/7]</p> <p>ABC Level 3 Certificate in Assessing Vocational Achievement [600/0167/7]</p>	
Regulation	The qualifications identified above are all regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Progression	<p>Learners will be able to progress through Awards to Certificates.</p> <p>If appropriate to an individual's job role, learners could progress to qualifications for Internal Quality Assurance, and/or External Quality Assurance.</p> <p>Learners could progress to:</p> <p>ABC Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</p> <p>Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.</p>
Operational Start Date	01/03/2011
Review Date	31/07/2021

Operational End Date	Level 3 Award in Understanding the Principles and Practices of Assessment (60001690): 31/12/2017
Certification End Date	Level 3 Award in Understanding the Principles and Practices of Assessment (60001690): 31/12/2018
ABC Sector	Teaching and Learning Support
QCDA Tier 2 Sector	13.1 Teaching and Lecturing
Support from sector bodies	
ABC Administering Office	Additional guidance and advice to support these qualifications and units is freely available to approved ABC centres. See ABC web site for the contact details of the administering office.

Level 3 Award in Assessing Competence in the Work Environment

Rules of Combination: Learners must achieve a minimum of 9 credits from the two mandatory units.

Units	Unit Number	Level	Credit Value	GLH
Mandatory Units				
Understanding the principles and practices of assessment	[D/601/5313]	3	3	24
Assess occupational competence in the work environment	[H/601/5314]	3	6	30

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Entry Requirements	This qualification is intended for assessors who assess occupational competence in an individual's work environment				
Section 96/97	Pre 16		16 – 18		19 + ✓
LAD Aim Reference	60001707				
Recommended GLH²	54				
Recommended TQT³	90				
Credit Value	9				
Points Score	See ABC web site / Qualifications Directory				
Contribution to Threshold	See ABC Qualifications Directory				
ASL Option	N/A				
Foundation Learning	N/A				
Type of Funding Available	See LAD (Learning Aims Database)				
Minimum Qualification Fee	See ABC web site for current fees and charges				
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.				
Additional Information	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption				

² See Glossary of Terms

³ See Glossary of Terms

Level 3 Award in Assessing Vocationally Related Achievement

Rules of Combination: Learners must achieve a minimum of 9 credits from the two mandatory units.

Units		Level	Credit Value	GLH
Mandatory Units				
Understanding the principles and practices of assessment	[D/601/5313]	3	3	24
Assess vocational skills, knowledge and understanding	[F/601/5319]	3	6	30

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Entry Requirements	This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (e.g. a workshop, classroom or other training environment)					
Section 96/97	Pre 16		16 – 18		19 +	✓
LAD Aim Reference	60002347					
Recommended GLH⁴	54					
Recommended TQT⁵	90					
Credit Value	9					
Points Score	See ABC web site / Qualifications Directory					
Contribution to Threshold	See ABC Qualifications Directory					
ASL Option	N/A					
Foundation Learning	N/A					
Type of Funding Available	See LAD (Learning Aims Database)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
Additional Information	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption					

⁴ See Glossary of Terms

⁵ See Glossary of Terms

Level 3 Certificate in Assessing Vocational Achievement

Rules of Combination: Learners must achieve a minimum of 15 credits from the three mandatory units.

Units	Unit Number	Level	Credit Value	GLH
Mandatory Units				
Understanding the principles and practices of assessment	[D/601/5313]	3	3	24
Assess occupational competence in the work environment	[H/601/5314]	3	6	30
Assess vocational skills, knowledge and understanding	[F/601/5319]	3	6	30

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Entry Requirements	This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (e.g. a workshop, classroom or other training environment)					
Section 96/97	Pre 16		16 – 18		19 +	✓
LAD Aim Reference	60001677					
Recommended GLH⁶	84					
Recommended TQT⁷	150					
Credit Value	15					
Points Score	See ABC web site / Qualifications Directory					
Contribution to Threshold	See ABC Qualifications Directory					
ASL Option	N/A					
Foundation Learning	N/A					
Type of Funding Available	See LAD (Learning Aims Database)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual					

⁶ See Glossary of Terms

⁷ See Glossary of Terms

	credit value. Please see the ABC web site for the current fee charged per credit.
Additional Information	Please see ABC web site for qualifications that are eligible for Credit Transfer/RPL/Exemption

Introduction

These qualifications were developed for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practise as assessors and also for those who wish to assess occupational competence in the work environment and vocational skills, knowledge and understanding.

Aims

Level 3 Award in Assessing Competence in the Work Environment

This qualification is intended for assessors who assess occupational competence in an individual's work environment.

Level 3 Award in Assessing Vocationally Related Achievement

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).

Level 3 Certificate in Assessing Vocational Achievement

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment).

Target Group

These qualifications are designed for those learners who are aged 19+ and who wish to gain the essential knowledge and understanding of assessment principles and practice that assessors need. They can also progress to qualifications which are intended for assessors who assess occupational competence in the work environment and vocational skills, knowledge and understanding. ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification

Progression Opportunities

Learners will be able to progress through Awards to Certificates.

If appropriate to an individual's job role, learners could progress to ABC Awards qualifications for Internal Quality Assurance, and/or External Quality Assurance.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

These specifications and associated assessment materials are in English only.

Unit Details

Understanding the Principles and Practices of Assessment

Unit Reference	D/601/5313
Level	3
Credit Value	3
Guided Learning Hours	24
Unit Summary	<p>The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as a whole or a part of their role</p>
Learning Outcomes (1 to 8) <i>The learner will</i>	Assessment Criteria (1.1 to 8.4) <i>The learner can</i>
1. Understand the principles and requirements of assessment	<p>1.1 Explain the function of assessment in learning and development</p> <p>1.2 Define the key concepts and principles of assessment</p> <p>1.3 Explain the responsibilities of the assessor</p> <p>1.4 Identify the regulations and requirements relevant to the assessment in own area of practice</p>
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
3. Understand how to plan assessment	<p>3.1 Summarise key factors to consider when planning assessment</p> <p>3.2 Evaluate the benefits of using a holistic approach to assessment</p>

	<p>3.3 Explain how to plan a holistic approach to assessment</p> <p>3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 Explain how to minimise risks through the planning process</p>
<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 Explain the importance of involving the learner and others in the assessment process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>

<p>7. Understand how to manage information relating to assessment</p>	<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>
<p>8. Understand the legal and good practice requirements in relation to assessment</p>	<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>
<p>Mapping to National Occupational Standards Learning and Development NOS Standard 9: Assess learner achievement</p>	

Supporting Unit Information

D/601/5313 Understanding the principles and practices of assessment – Level 3

Indicative Content

Learning Outcome 1. Understand the principles and requirements of assessment

1.1 Explain the function of assessment in learning and development.

Assessment is the process in which an assessor makes judgements about the extent to which the evidence provided by a learner meets the learning outcome and assessment criteria requirements of the units of a qualification.

Assessment is integral to the learning process.

Assessment can

- measure and record achievement on completion of activity/module (summative assessment)
- provide diagnostic feedback at short term intervals (formative)
- identify individual learners' needs to provide appropriate support
- monitor development
- provide evidence for performance review
- help evaluate learning activities and inform best practice

For vocational qualifications, learners must only be assessed against the specific assessment criteria of the occupational standards of the qualification. For a registered learner to achieve a unit, assessment criteria relating to performance and to knowledge and understanding need to be fully satisfied. There are different ways of judging whether or not the assessment evidence is suitable using different methods of assessing and different forms of evidence.

1.2 Define the key concepts and principles of assessment.

Assessment is the process of making a judgement against specified assessment criteria covering performance, knowledge and understanding when carrying out a specified task. It is the responsibility of the assessor to make sure that the judgements are based on learner evidence and that it is authentic, valid, sufficient, reliable and current. Assessment should be conducted in an appropriate setting e.g. the workplace or in a realistic work environment.

In some cases competence can be demonstrated by a learner's performance alone but this may not always be the case and other assessment methods may need to be used. The methods of assessment used need to be fully communicated with the learner who needs to be happy with them, agree and confirm this by signing/dating the resulting

assessment plan. It may be possible to carry out holistic assessments of tasks which can then be cross referenced to other units effectively and efficiently.

1.3 Explain the responsibilities of the assessor.

The assessor is the person who assesses evidence provided by a learner. The assessor is responsible for

- managing the assessments which take place from assessment planning through to recording of assessment decisions as required by the awarding organisation
- assessing evidence provided by the learner against the national occupational standards of the qualification
- ensuring the evidence provided by the learner is valid, reliable, sufficient, authentic and current
- maintaining accurate records of learner assessment and achievement as required by the awarding organisation
- liaising closely with the internal quality assurer and other assessment team members to ensure standardisation of assessment practices
- ensuring learners are fully aware of the disputes and appeals procedure
- reviewing learner progress on an ongoing basis
- providing ongoing help, support and guidance to the allocated learners
- providing learners with oral and written positive and constructive feedback
- ensuring that if a learner has special assessment requirements these are addressed by varying methods of assessment

For qualifications linked to competence, the assessor should be occupationally competent to a level one above the qualification being assessed. The assessor needs to maintain competence via ongoing continuing professional development (CPD).

1.4 Identify the regulations and requirements relevant to the assessment in own area of practice.

This could relate to

- specific health and safety issues to safeguard learners during assessment
- regulatory bodies of standards e.g. Ofqual, Sector Skills Councils
- data protection
- regulations of awarding organisations

Note: a centre has to be approved by the awarding organisation and has also to be approved to offer specific qualifications. It therefore has to ensure it has appropriate policies and procedures in place. It also has to ensure the assessors and internal quality assurers are occupationally competent. The assessors and internal quality assurers

need to maintain relevant occupational competence by carrying out CPD e.g. attending standardisation meetings and awarding organisation training events. Learners should have access to suitable physical resources relevant to the qualifications being delivered. Learners should be registered at the beginning of the qualification when they receive induction and should not be assessed prior to being registered with the awarding organisation. However, evidence generated before the learner is registered can contribute to the learner's evidence of competence. If any changes take place at the centre the awarding organisation needs to be notified of these.

The assessor must only sign off units when all of the assessment criteria have been fully satisfied and the qualification must only be signed off once all the required units have been fully completed. The assessor needs to ensure the assessment records are securely stored and made available to the internal quality assurer and external quality assurer when required.

Learning Outcome 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.

All of the assessment criteria and methods of assessment to be used should be explained to the learner by the assessor at the beginning of the programme.

When selecting from the range of assessment methods for performance-based assessment of skills or knowledge-based assessment of understanding consider

- individual or group assessment
- fit-for-purpose to meet learners' needs, context, level etc.
- practical limitations e.g. numbers involved, range, opportunity, reliability, time constraints, resources, staffing

Ideally the learner should be fully involved in discussing the most appropriate assessment methods e.g. direct observation of a learner carrying out a task. In some cases competence will be demonstrated by the learner's performance alone, however, this may not always be feasible and other assessment methods will need to be used.

The assessor may need to prepare alternative assessment methods for knowledge and understanding e.g. questioning and assignments/projects. Learners can be questioned during or immediately after a practical task or as part of a classroom activity.

If **oral questioning** is used answers need to be recorded by the assessor, assessed and signed/dated by learner and assessor to satisfy the audit trail. The assessor should give a great deal of thought to the use of oral questions and phrase them in such a way that the learner is able to understand and respond without feeling that they are being pressurised. Care needs to be taken by assessors not to lead learners

during questioning.

Learners can also generate knowledge evidence by **written questioning** but care needs to be taken to ensure they are being completed by each individual learner. The learner has to fully satisfy any knowledge evidence assessment criteria before being signed off.

Assignments and projects can also be used as forms of diverse evidence but these must be relevant to the specific assessment criteria and effective cross referencing needs to be in place.

Other types of evidence could include

- witness testimonies from other people the learner has come into contact with. The status of each witness so that the credibility of the evidence can be established
- photographs or videos of the learner working or products the learner has made
- audio tapes of conversations can be used to demonstrate knowledge and understanding
- electronic records containing reports or other relevant information
- work sheets, log books, diaries of practical activities carried out

Learning Outcome 3. Understand how to plan assessment

3.1 Summarise key factors to consider when planning assessment.

The purpose of assessment planning is to ensure assessments are carried out in ways which are cost effective in terms of both time and resources and are thorough and fair.

When considering assessing a learner, appropriate methods of assessment need to be considered to ensure the learner is not disadvantaged. Planning of the assessment needs to ensure that the evidence can be looked at to see if it is valid, reliable, authentic, current and sufficient. The assessment plan should cover the specific units to be assessed, date and time of assessment, location, any special assessment requirements and should be signed/dated by the assessor and learner prior to the assessment to ensure there is an audit trail in place.

Assessment should only take place when the registered learner is confident and feels competent in their job role.

3.2 Evaluate the benefits of using a holistic approach to assessment.

Assessment should be conducted in an appropriate environment e.g. the work place or in a realistic work environment. Assessment of a learner's performance should be based on situations which provide suitable forms of evidence. In carrying out a specific task there may well be opportunities to assess against the assessment criteria of more than one unit and so a holistic approach can be adopted. The generated evidence from the task can be cross referenced to other units and specific assessment criteria.

The holistic approach can be effective and efficient for both the learner and the centre

- enabling the learner to achieve units more quickly
- motivating learners by promoting learner responsibility and learner involvement
- linking different aspects of learning through assessment
- enabling transference of skills
- rationalising collection of assessment evidence
- linking knowledge-based and performance-based assessment opportunities

3.3 Explain how to plan a holistic approach to assessment.

A detailed discussion should take place between the learner and the assessor on the specific tasks which would enable suitable evidence to be generated. The assessor should identify units, learning outcomes and assessment criteria which specifically relate to the task.

Appropriate methods of assessment should be discussed and agreed. A written assessment plan should be developed for the holistic assessment and include the following information

- units, learning outcomes and assessment criteria to be assessed
- how the evidence is to be gathered
- types of evidence to be used
- how the assessment is to be conducted
- date, time, duration of assessment and assessment location
- opportunity to review and if necessary to amend the plan at a future date
- plan to be signed/dated by the learner and assessor for the audit trail prior to the assessment taking place

3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility.

In some centres, especially small ones there may be times when family members work together and this may lead to them assessing or quality assuring each other. This is an example of conflict of interest which should be discouraged. If there is no alternative the internal quality assurance and external quality assurance needs to be carried out rigorously. In assessing a learner it is essential the appropriate physical resources are in place including PPE. Risk assessments need to be in place and the learner made aware of them. Additional risks include the following:

- learner not aware of date or time of assessment
- PPE not being in place
- learner not having access to required physical resources - learner workplace not aware assessment is to take place
- occupational standards not available
- assessment documentation not readily available

- learner not aware of how the assessment will be conducted

3.5 Explain how to minimise risks through the planning process.

Assessment planning is an essential part of the assessment process if it is to take place effectively and efficiently. Full detailed discussions need to take place between the assessor and the learner to ensure everything required is made available. Once everything is agreed all involved need to adhere to the plan in terms of date, location, time, units to be assessed, special assessment requirements and methods of assessment. There needs to be ownership and so signing and dating by learner and assessor prior to the assessment will enable audit trails to be in place.

There needs to be

- clear criteria for assessment e.g. identifying and addressing specific requirements
- selection of appropriate range of assessment and methods appropriate to context to generate the required evidence
- safeguarding learners e.g. planning for health and safety
- clear recording, tracking, logging of assessment decisions

Learning Outcome 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.

All involved in the assessment of a learner need to be made fully aware of the assessment process.

This includes

- people at the learner's workplace who may be asked to provide witness testimonies
- employers
- colleagues
- peers

Ideally, all involved in the generation of evidence should be recorded with their status and role included in the learner portfolio of evidence. It may be useful to have their signatures to authenticate evidence in a portfolio.

It is useful to use a tracking form at the front of the portfolio which summarises who is performing the specific roles of assessor, internal quality assurer and external quality assurer. The learner must be made fully aware of these people during induction and updated if changes occur during the programme.

Negotiation could include e.g. targets/goals/objectives for assessment.

Involvement can lead to motivation, engagement, and recognition of responsibility.

4.2 Summarise types of information that should be made available to learners and others involved in the assessment process.

The learner should be inducted to the qualification at the beginning of the programme. This could cover

- standards and criteria against which assessment will take place
- assessment plans to include timings, methods, opportunities for feedback
- all relevant policies and procedures such as equal opportunities, health and safety, disputes and appeals
- internal quality assurance
- file management

Evidence of induction should be provided - learner could sign and date an induction checklist. The learner should be provided with a file which becomes the portfolio of evidence.

Tracking forms and relevant documentation could be provided such as authenticity statements, witness status list, individual unit forms and list of units achieved form.

The learner could be provided with copies of the occupational standards covering the relevant units to be assessed.

For specific assessments, the learner should be clear on

- which criteria are being assessed
- what activity is required
- what evidence is required
- time scales
- specific needs such as resources required

4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.

During the generation of evidence for the qualification opportunities should be taken to use diverse evidence to support the direct observations and questioning that have taken place. The learner should be encouraged to complete job sheets as specific tasks are carried out as well as reflective accounts which may cover assessment criteria not fully covered by the assessor carrying out an observation. For some units peer reports can be used as suitable forms of evidence e.g. work as a team and contributions made in meetings. The assessor needs to go through the diverse evidence in detail to ensure it is valid, reliable, authentic, current and sufficient. It should be cross referenced effectively and efficiently to the specific assessment criteria of the units. Peer assessment could be formal or informal e.g. witness statements, peer observations, feedback, working collaboratively, sharing goals, targets, giving and receiving feedback, awareness of risks of appearing challenging or confrontational.

Self-assessment could be formal, informal e.g. SAR (self- assessment review) initial assessment, current knowledge, understanding, skills, occupational competence, SWOT (strengths, weaknesses, opportunities and threats), reflection, identifying targets, target setting, action planning.

4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners.

Initial assessment of the learner at the beginning of the programme is used to identify any special assessment requirements. This could include the need to provide the learner with additional help and support particularly in relation to literacy and numeracy. It may also identify that tools and equipment may need to be adapted so that they can be used by the learner. In planning assessment the assessor should discuss each unit's assessment requirements in detail with the learner and agree if special assessment needs are required. These should be recorded on the written assessment plan covering what is required and how it will be addressed. It is essential the learner is happy with the special assessment arrangements made. If changes need to be made to the arrangements for the assessment these need to be fully communicated prior to the assessment taking place to ensure everything is available and the learner is not disadvantaged.

Learning Outcome 5. Understand how to make assessment decisions

5.1 Explain how to judge whether evidence is

- **Sufficient.** Evidence generated meets in full all the requirements of the learning outcomes and assessment criteria
- **Authentic.** The evidence generated has clearly been produced by the learner
- **Current.** The evidence generated enables the assessor to be confident that the same level of skill, understanding and knowledge still exists

5.2 Explain how to ensure that assessment decisions are

- **Made against specified criteria.** The evidence presented meets the specified assessment criteria
- **Valid.** The evidence generated is relevant to the standards for which achievement is claimed
- **Reliable.** The evidence generated accurately reflects the level of performance which has been consistently demonstrated by the learner and is attributable
- **Fair.** Assessments carried out must not unlawfully discriminate the learner, they must not be unfairly biased

Learning Outcome 6. Understand quality assurance of the assessment process

6.1 Evaluate the importance of quality assurance in the assessment process

Quality assurance is a key part of the assessment process which eventually leads to the registered learner achieving the qualification and being certificated. There are two parts to the quality assurance process - internal quality assurance which the centre is responsible for delivering and external quality assurance via the awarding organisation.

The internal quality assurer is responsible for ensuring the assessed evidence is valid, authentic, reliable, current and sufficient and the assessment decisions are fully appropriate. Only when this has happened can the portfolio be put through for certification. The external quality assurer is responsible for checking that the assessment and internal quality assurance practices and procedures within the centre are fully appropriate. The regulatory authorities have the right to check the quality assurance activities of a centre.

Aim is to ensure consistency.

6.2 Summarise quality assurance and standardisation procedures in own area of practice.

Each organisation should have assessment policies and procedures to complying with appropriate requirements such as Sector Skills Council. The internal quality assurance process should include observations of each assessor (possibly at least twice per year) to ensure the assessment team has adopted a standardised approach to assessment practices.

In addition the internal quality assurer should sample learner portfolios of evidence formatively and summatively to ensure that assessment decisions made are fully appropriate.

Awarding organisations will appoint an external quality assurer who will sample assessment decisions. The feedback from both internal and external quality assurers may well identify examples of good practice but may also identify areas of concern which need to be addressed. To achieve this, standardisation meetings should take place within the centre and at awarding organisation training events. The aim is to ensure standardisation is in place across the assessment team.

6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.

During induction to the qualification at the beginning of the programme the learner is made aware of the centre's disputes and appeals procedure. (Copy could go into the learner's portfolio of evidence).

Similarly when an assessor starts at a centre the dissemination of the disputes and appeals procedure should take place during the induction to the role of assessor.

If a learner is unhappy with an assessment decision he/she should first discuss this with the assessor. If the learner is still unhappy the centre's disputes and appeals procedure is followed which involves it being looked at in detail by the internal quality assurer. If the learner is still unhappy an investigation takes place and a disputes and appeals panel is set up which makes the final decision based on the evidence provided. If the learner is still unhappy it can be taken further to the awarding organisation. If the assessor is unhappy with a decision made by the internal quality assurer the issue can be taken forward to the centre management to address.

Learning Outcome 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.

The information relating to assessments needs to be securely stored and only made available to those who have a right to see it. The data protection act needs to be adhered to at all times. The information may be paper based or electronic and systems need to be in place to ensure it remains confidential.

Within the learner portfolio of evidence there should be tracking forms which need to be completed on an ongoing basis and be kept up to date by the assessor. Centres normally have central tracking systems in place which also need to be kept up to date. The information needs to be accessible both to the internal quality assurer as well as the external quality assurer so that sampling can take place effectively and efficiently. It is essential procedures are fully adhered to in order to ensure the learner goes smoothly from being registered through to certification.

7.2 Explain how feedback and questioning contribute to the assessment process.

The assessor should make full use of relevant oral questioning to confirm understanding of activities observed and to assess relevant knowledge evidence. Oral questioning can be used to fill gaps in the evidence generated. Answers to questions need to be recorded and marked before being signed and dated by the learner and assessor. Review and feedback should be carried out at the end of the assessment. The assessor should explain what was covered during the assessment and provide verbal and written feedback on the learner's performance. The feedback should detail the assessment criteria which have been satisfied and provide constructive comments on assessment criteria which require further evidence. Feedback from the assessor should be provided in a supportive and positive manner. If any units have been completed they should be signed off by the assessor and learner. At the end of the feedback a plan should be agreed for the next assessment.

Learning Outcome 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.

It is essential centre and awarding organisation policies and procedures are fully adhered to at all times. Centre policies and procedures have to be fully in place at the centre approval stage with awarding organisations and these need to be updated on an ongoing basis taking

on board feedback from monitoring.

The regulators have the right to check a centre is fully adhering to the policies and procedures laid down by the awarding organisation.

The data protection act needs to be fully in place. Equal opportunities and Health and Safety are key policies. Learners must be treated equally and fairly and must not be disadvantaged. They should be assessed in safe working environments which fully comply with health and safety legislation.

Risk assessments need to be fully in place, appropriate PPE needs to be in place and work equipment used needs to be up to date and well maintained. Assessors need to maintain confidentiality particularly when assessing in learner work places.

8.2 Explain the contribution that technology can make to the assessment process.

The use of information technology is becoming increasingly important in the assessment process.

Much of the information held by centres is now captured electronically. This is particularly the case in relation to tracking through from initial assessment, induction, learner registration, assessment, internal quality assurance, external quality assurance and certification.

Much of the communication within centres is now done electronically. Communication with the awarding organisation is also done electronically.

External quality assurance visit planners and report forms are disseminated electronically from the awarding organisation.

Centres are increasingly adopting the use of e-portfolios and arrangements for assessor observations in learner workplaces are now often done electronically via emails and texts.

Centres need to consider security issues.

8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.

The assessment of learners must adhere to the centre's equality and diversity policy. Assessment of learners should be carried out fairly and equally in relation to gender, age, racial origins, nationality, creed, sexual orientation, marital status, employment status, disability and learning difficulties.

If learners have particular assessment requirements these need to be identified and met wherever possible.

The assessor should use a range of assessment methods to ensure that all the learners are given appropriate and effective assessment opportunities. It is essential that when assessment takes place the practices are not unfairly biased and do not discriminate for or against the learners.

All of the learners are expected to meet the same assessment criteria and knowledge and understanding before being put forward for

certification. Assessments carried out in a language other than English and Welsh must provide clear evidence that the learner is able to achieve at the same standards required for a competent performance anywhere throughout the UK.

8.4 Explain the value of reflective practice and continuing professional development in the assessment process.

The assessor will obtain feedback from learners, internal quality assurers and external quality assurers over a period of time. This may well highlight good practice which should continue to be maintained. However, feedback may identify issues which need to be worked on and addressed. The assessor should reflect constructively on the feedback provided and aim to address the issues identified. Attendance at awarding organisation training events should be encouraged as these often include the dissemination of best practice which assessors can incorporate into their assessment approach. The standardisation meetings organised within the centre provide assessors with good opportunities to reflect on their performance to date.

Teaching Strategies And Learning Activities

This is a knowledge-based unit which explores the principles and requirements for different types of assessment methods. This will help learners make assessment judgments using evidence of knowledge, skills, understanding and occupational competence.

Learners will explore the different methods that can be used to engage learners more actively in their own learning through assessment. Learners will need to examine a wide range of assessment methods in order to develop an understanding of the different purposes of assessment and the wide range of assessment tools, including those used for diagnostic, formative or summative purposes.

Delivery should take into account the different contexts in which learners may be undertaking assessments and as much use as possible note needs to be taken of naturally occurring evidence, so that learners can relate to evidence from their own practice. This should make learning more meaningful and will help underpinning knowledge to be put into a practical context, to build effective assessment processes for use in the assessment of both knowledge and practical units.

Delivery of this unit could be linked with the following other units
Assess Occupational Competence in the Work Environment [H/601/5314]
which appears in the following qualifications

ABC Level 3 Award in Assessing Competence in the Work Environment 600/0170/7

ABC Level 3 Certificate in Assessing Vocational Achievement 600/0167/7

and

Assess Vocational Skills, Knowledge and Understanding [F/601/5319]
which appears in the following qualifications

ABC Level 3 Award in Assessing Vocationally Related Achievement 600/0234/7

ABC Level 3 Certificate in Assessing Vocational Achievement 600/0167/7

Learners could be given opportunities to explore with peers, colleagues and senior staff within different organisations how data is used in the planning, management and quality assurance of the delivery of the assessment of learning – whether it is knowledge, skills or understanding.

Learners could make use of the internet to aid their research. They should be encouraged to use up to date information from professional journals etc.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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

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.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

*Evidence is not prescribed but may include any or all of the following**

- oral / written questions and answers
- direct observation
- witness statement
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective journals/diaries

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Additional guidance and advice to support these qualifications and units is freely available to approved ABC centres in the secure area of the ABC web site.

Assess Occupational Competence In The Work Environment

Unit Reference	H/601/5314
Level	3
Credit Value	6
Guided Learning Hours	30
Unit Summary	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods</p> <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 <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Be able to plan the assessment of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work

	<ul style="list-style-type: none"> • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
<p>2. Be able to make assessment decisions about occupational competence</p>	<p>2.1 Use valid, fair and reliable assessment methods including</p> <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 <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p>

	<p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>
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Mapping to National Occupational Standards
Learning and Development NOS Standard 9: Assess learner achievement

Supporting Unit Information

H/601/5314 Assess occupational competence in the work environment – Level 3

Indicative Content

Learning Outcome 1. Be able to plan the assessment of occupational competence

1.1 Plan assessment of occupational competence based on the following methods

- **Observation of performance in the work environment.**

Assessment planning should only take place once the learner is confident in the job role and after they have met any training or development needs. Evidence must come from real work activities. Observation is often the method of assessment used with the assessor observing the learner carrying out practical activities.

Assessment needs to be against appropriate standards.

- **Examining products of work.** These are records which are non-confidential and generated by the learners individually or to which they have contributed. Examples include minutes of meetings, records of information, photographs.

- **Questioning the learner.** Questions may be asked orally or in written form. The assessor should make full use of relevant oral questions. In own words questions and all answers to be recorded. A bullet point answering approach can be adopted for oral questioning. This can be used effectively linked into the observation of learner performance. Oral questioning can be used to confirm understanding of activities observed and to assess relevant knowledge.

- **Discussing with the learner.** Professional discussion between the assessor and learner can take place. This should be in the form of a structured review of the learner's practices. Suitable evidence can be generated via a written summary or an audio tape. It is an effective method to question the learner's knowledge and understanding of practices, policies, procedures and legislation.

- **Use of others (witness testimony).** Witness evidence from the learner's workplace can be effectively recorded via the use of witnesses. The assessor should confirm the status of the witness and record this. Expert witnesses can supply additional evidence to support the observations carried out by the assessor.

- **Looking at learner statements.** Sometimes it might be difficult for an assessor to observe a work activity or indeed it may rarely occur and so reflective accounts are suitable forms of evidence. These should be referenced with the units/learning outcomes/assessment criteria and they should be signed/dated by the learner and assessor.

- **Recognising prior learning.** Relevant prior experience can be used providing theory meets the requirements of the standards and is

authentic, current and valid. The assessor needs to check the original certificate and record what has taken place on a photocopy which is then placed in the learner's portfolio. The assessor needs to check the content of all training undertaken. The evidence needs to be cross referenced with the units/learning outcomes/assessment criteria and then signed/dated by the learner and assessor.

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

The assessor should provide ongoing help, support and guidance to the learner but use of assessment opportunities should be made and if it is seen that the learner is doing work other than planned this can still be assessed provided the learner is competent on the task and is happy to be assessed.

Assessment planning is a key part of the assessment process and the learner should be fully informed in agreeing methods to be assessed, when and how assessment is to be carried out and what is to be assessed. This should be done verbally before completing the written assessment plan and should be signed and dated by learner and assessor for the audit trail. Normally this would be completed at the end of the session but it can be covered on the telephone. The assessor should confirm the learner understands the assessment process and is happy for assessment to take place.

1.3 Plan the assessment of occupational competence to address learner needs and current achievements.

The learner should be encouraged to have input into the assessment planning to promote feeling of ownership of the qualification and the assessment process. The assessment plan should contain the following information - learner name, assessor name, date of assessment, the location of the assessment, time, qualification title, unit and any special assessment arrangements, assessment details and methods of assessment to be used to be indicated from observation, questioning, peer reports, product, accredited prior learning, projects, assignments and simulation. The assessment plan should be signed and dated by the assessor and learner prior to the assessment taking place.

1.3 Identify opportunities for holistic assessment.

The assessor and the registered learner need to discuss how the specific units and competence for a qualification are going to be assessed. The learner should be fully informed in identifying appropriate assessment opportunities within the learner's workplace. The learner may well have a specific task to carry out and this may incorporate a number of assessment criteria relating to the competence requirements of different units. The assessor should go through the units in detail and identify specific learning outcomes and assessment criteria which could be assessed holistically. Specific details should be recorded on the agreed assessment plan and this should be signed and dated by the assessor and learner. The use of holistic assessment is cost effective and efficient thus encouraging learners to achieve more quickly.

Learning Outcome 2. Be able to make assessment decisions about occupational competence

2.1 Use valid, fair and reliable assessment methods including

- **Observation of performance.** Assessment evidence should come from competent performance in the learner's workplace. Performance evidence must be produced to meet all the assessment criteria in the units relating to competence. The assessor must produce a record of every assessment observation and this is then placed in the learner's portfolio. Opportunities should be taken to holistically assess and cross reference evidence to the specific units and assessment criteria.

- **Examining products of work.** The assessor may be able to check the learner's product evidence during visits to the learner's workplace. Alternatively the learners may provide product evidence in the form of photographs or videos. The assessor needs to discuss the evidence with the learner to establish its value and authenticity. The product evidence should be cross referenced to the assessment criteria in the units relating to competence.

- **Questioning the learner.** The assessor may ask oral questions as part of the assessment activities. The assessor should record the questions and the learner's responses for the audit trail. This form of questioning should be relevant to the practical activities being carried out. The learner may also be asked to answer written questions which cover assessment criteria in the units relating to knowledge evidence requirements.

- **Discussing with the learner.** The assessor should plan and agree professional discussions as they can provide useful assessment opportunities. There must be a detailed record of the discussions which could be in a written report, audio or video. However, in relation to the audio or video, internal and external quality assurance needs to be informed of where to locate particular evidence on the tapes.

- **Use of others (witness testimony).** Witness testimonies provide useful forms of evidence to fill gaps in the evidence if the assessor is unable to observe parts of the learner's performance. The assessor should establish the authenticity of the witness with specific details recorded.

- **Looking at learner statements.** Learners can provide reflective accounts of their work which can help to fill gaps in the evidence. The assessor should establish the accuracy of the accounts via interviewing the learners and, if appropriate, colleagues. The evidence must be valid and authentic if it is to be used. It should be cross referenced to the units to ensure it is relevant.

- **Recognising prior learning.** If learners have previously achieved certificates from other qualifications they have achieved they can be put forward as evidence provided they are relevant, authentic and current. They should be cross referenced to the relevant assessment criteria of the units currently in progress. It is required for the assessor to check the original certificates and put a statement to this effect on a photocopy of

the certificate which is then placed in the portfolio.

2.2 Make assessment decisions of occupational competence against specified criteria.

The assessor must only use the specified assessment criteria of the units of the qualification the registered learner is working towards. The assessor must not introduce any additional assessment requirements over and above those laid down in the occupational standards. It is essential the assessor does not over assess the assessment criteria - learners only have to provide evidence that they have satisfied each assessment criteria once before it is signed off.

2.3 Follow standardisation procedures.

Assessors should attend standardisation sessions with the other assessors at the centre and in addition where possible it is advisable to attend awarding organisation events. Often at these events groups of assessors are asked to judge the same evidence and identify examples of good and poor practice. The assessor should reflect on this and then incorporate as much best practice as possible into his/her assessment activities. A standardised assessment approach should be adopted by all assessors within a centre for the qualifications being delivered. This avoids learners being disadvantaged or treated unfairly.

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

During review and feedback the assessor should explain the units/learning outcomes/assessment criteria that have to be covered during the assessment. The assessor should go through in detail and provide constructive feedback including satisfactory or unsatisfactory in a sympathetic and positive manner. Feedback should be verbal backed up by written forms and retained in the learner's portfolio. If further evidence is required this should be linked into further assessment planning.

Learning Outcome 3. Be able to provide required information following the assessment of occupational competence

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

Assessment records should clearly show competence achieved and, if appropriate, competencies still to be evidenced including any extra evidence required to confirm competence. If units have been completed they should be signed off and cross referenced to the list of units achieved form. Records will be kept securely and disclosed only to those with a legitimate claim to use them e.g. learner, internal quality assurance and external quality assurance. A learner's assessment may be spread over a period of time and it is vital none of the assessment evidence goes missing. Learner assessment records that all centres must retain for three years for regulatory compliance include

- who was assessed, where and when

- the assessment decision
- the assessment methods used for each unit
- the location of the supporting evidence

3.2 Make assessment information available to authorised colleagues.

Assessment information relating to registered learners must only be made available to those who have a right to see it. These include the internal quality assurance staff when internal quality assurance activities are required. The information must also be made available to the external quality assurance assessor when external quality assurance activities are taking place. Assessment information must also be available to the regulatory bodies if this is requested.

Information will be recorded on the centre tracking system which is usually electronic nowadays. There should be a security system in place to prevent the changing of records and evidence by unauthorised people. Such systems must be user friendly for all systems users. Specific details relating to learner completion are normally passed onto the centre administration who will then claim learner certificates.

3.3 Follow procedures to maintain the confidentiality of assessment information

Whilst it is the internal quality assessor who is responsible for maintaining record keeping on a regular basis and ensuring the security and confidentiality of information, the assessor has a key role to play in this. Before the completed assessment records are stored they are filled in on an ongoing basis by the assessor and the learner and these need to be retained and kept confidential particularly as the information specifically relates to the learner and the learner's workplace. General consideration of commercial confidentiality needs to be taken into account if access is required to the learner's workplace if it is different to the centre. The assessor needs to ensure professional conduct is in place on all visits to assess learners in the workplace. Records stored within the centre may only be seen by those who have a right to see them. Data protection legislation needs to be adhered to at all times. Learners need to know their assessments are treated in confidence.

Learning Outcome 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

In carrying out an assessment on a registered learner all relevant centre policies and procedures need to be adhered to in order to ensure the assessment is fair and learners are not disadvantaged. Assessment should take place in the learner's workplace or in a realistic work environment. A risk assessment of the assessment site and the specific

task to be carried out needs to be in place. The learner needs to have access to suitable machinery, tools and equipment where appropriate. The learner and the assessor need to wear appropriate PPE for their work.

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

The assessor must adhere to the centre's equal opportunities, equality and diversity policy at all times when assessing learners. Every effort should be made to avoid discriminatory practices. Particular assessment requirements of learners must be identified and met where possible. This is to ensure learners with particular requirements have access to appropriate materials/equipment/facilities to support them. Assessment must be made available to all those who have the potential to achieve the standards.

Learners should be presented with the disputes and appeals procedure and equal opportunities statement at induction. Learners should know where and what the policy and practice is. There should be equality in terms of gender, age, racial origin, nationality, creed, sexual orientation, marital status, employment status, disability or learning difficulty.

Adequate mechanisms need to be in place to guarantee the consistency of assessment decisions across languages of English and Welsh. Assessments carried out in a language other than English and Welsh must provide clear evidence that the learner is able to achieve at the same standards required for a competent performance anywhere throughout the UK.

4.3 Evaluate own work in carrying out assessments of occupational competence.

Feedback can be obtained from learners, internal and external quality assurers. The feedback may well highlight good practice and this should be maintained. However the feedback may identify specific areas which need to be addressed. The assessor should reflect on this then aim to address the issues and take the opportunity to get help, support and guidance from the internal quality assurer. Attendance at quality assurance meetings will provide opportunities to discuss the occupational standards and a standardised approach to assessment. They also provide opportunities for team development which could include dissemination of best practice or to discuss approaches to solving problems. When assessors meet in this way the quality of assessment often improves.

4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.

In performing the assessor role, awarding organisation and standard setting body requirements need to be fully satisfied. Assessors need to be occupationally competent at least one level up from the qualifications being assessed. Specific details will be checked by the external quality assurer at

the approval visit or on an external quality assurance visit if the assessor is new to the centre. The assessor then needs to maintain occupational competence. Centres must provide appropriate training and development opportunities to enable assessors to meet their responsibilities and gain a common understanding of relevant standards and other assessment requirements. Assessors need to generate appropriate evidence of continuous professional development (CPD) and this needs to be recorded on CPD logs. Appropriate staff development can include centre standardisation meetings, awarding organisation training events and practical activities specifically relating to the occupational sector.

Teaching Strategies And Learning Activities

In this unit learners are required to implement the principles of good practice that support the planning of assessment that is fit-for-purpose, appropriate to a specific context, addresses specific learners' needs through a range of methods and meets the required standards.

Evidence needs to be generated from practice in a real work environment; therefore delivery of the unit needs to relate to this.

The unit links with the following units

Understanding the Principles and Practices of Assessment [D/601/5313]
which appears in the following qualification

ABC Level 3 Award in Understanding the Principles and Practices of Assessment 600/0169/0

and

Assess Vocational Skills, Knowledge and Understanding [F/601/5319]
which appears in the following qualifications

ABC Level 3 Award in Assessing Vocationally Related Achievement 600/0234/7

ABC Level 3 Certificate in Assessing Vocational Achievement 600/0167/7

Learners will be working in a practical context that gives them the opportunity to assess the occupational competence of their own learners using the range of assessment methods identified, and justified, in the knowledge unit, Understanding the Principles and Practices of Assessment [D/601/5313]

Delivery needs to support learners in planning and making assessment decisions in order to share good practice and identify opportunities for developing and improving their practice.

Learners should be encouraged to focus on the use of assessment methods that stimulate and encourage further learning. They need to use the assessment tools to help evaluate their own performance as an assessor, identifying opportunities for improvement. It is especially important to recognise the role of assessment in enabling individual learners to feel greater ownership of their own learning in a way that provides appropriate support and guidance in accordance with the requirements of the assessment process.

Learners will need to have access to a wide range of assessment materials and it would be beneficial if they could have the opportunity to discuss assessment issues with more experienced colleagues. They should also have access to current thinking regarding assessment via the internet, professional journals etc.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Evidence needs to be generated from practice in a real work environment.

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

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 learning outcome or assessment criterion.

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.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

*Evidence is not prescribed but may include any or all of the following**

- oral / written questions and answers
- direct observation
- witness statement
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective journals/diaries

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Additional guidance and advice to support these qualifications and units is freely available to approved ABC centres in the secure area of the ABC web site.

Assess Vocational Skills, Knowledge and Understanding

Unit Reference	F/601/5319
Level	3
Credit Value	6
Guided Learning Hours	30
Unit Summary	<p>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 of the work environment. Assessment methods include</p> <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 <p>The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Be able to prepare assessments of vocational skills, knowledge and understanding	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including</p> <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests

	<ul style="list-style-type: none"> • oral and written questions • assignments • projects • case studies • recognising prior learning <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p>
<p>2. Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 Provide support to learners within agreed limitations</p> <p>2.3 Analyse evidence of learner achievement</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 Follow standardisation procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>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</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism</p>

	<p>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
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Mapping to National Occupational Standards

Learning and Development NOS Standard 9: Assess learner achievement

Supporting Unit Information

F/601/5319 Assess vocational skills, knowledge and understanding

– Level 3

Indicative Content

Learning Outcome 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

The assessor needs to ensure that simulations are allowed as for many qualifications this is not the case. For some qualifications there is a statement relating to the use of simulation which is in place for each unit. If simulation is allowed then this should be discussed in detail with the internal quality assurer to clearly identify how simulation can effectively take place. Clearly the simulated environment needs to be as realistic a work situation as possible.

Assessors need to take into account

- learner needs e.g. prior learning, current level of skills, knowledge, understanding, specific learning, assessment needs
- any specific requirements such as those of an organisation, the awarding organisation, employers

Skills tests

Assessment methods used in relation to skills tests are primarily direct observation and where appropriate questioning. Appropriate physical resources need to be in place for each specific skills test. For some units there will be no knowledge evidence requirements whilst for others there may be specific knowledge evidence requirements. If questioning does take place it can either be oral or written.

Oral and written questions

If oral questioning is used the assessor asks the questions and then records the learner responses before marking the answers. A bullet point answering approach can be adopted with the assessor ticking off appropriate learner responses. With a written questioning approach, the learner needs to write down answers to questions which are then marked by the assessor. On completion of oral and written questions assessor and learner need to sign and date the evidence.

Assignments

Can provide specific evidence to satisfy assessment criteria and knowledge evidence requirements. The assessor needs to ensure the assignments are relevant to the assessment standards and are cross referenced effectively to the units. Use of assignments needs to be discussed and agreed with the internal quality assurer.

Projects

The project approach to evidence generation is similar to the approach used with assignments. The projects need to specifically relate to the assessment standards and cross reference to units and assessment criteria. The use of projects needs to be discussed and agreed with the internal quality assurer.

Case studies

The case study approach to evidence generation is similar to that adopted for assignments and projects. Case studies need to be well thought through and discussed and agreed with the internal quality assurer to ensure they are fully appropriate. Case studies need to be relevant to the assessment standards and cross referenced to units and assessment criteria.

Recognising prior learning

If a learner already has some competence this may be evidenced to the assessor by demonstrating in the workplace, showing work products, using questions and providing relevant certificates. The assessor should go through the evidence in detail and cross reference to specific units and assessment criteria. If certificates are provided the assessor needs to see the originals and then record this as being done on a photocopy which is located in the portfolio.

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

In assessing a learner the assessor needs to ensure all the requirements for the assessment are fully in place. This should be discussed in detail with the learner and then recorded on the assessment plan which is then signed and dated by the learner and assessor prior to the assessment taking place.

On the day of the assessment the assessor needs to ensure all of the required assessment documentation is readily in place including the occupational standards and the assessment plan.

The relevant tools and equipment need to be in place and this includes relevant PPE for both the learner and assessor. There should be a risk assessment in place which the learner should be made fully aware of. If evidence is to come from other people in the learner's workplace they should also be made aware of the assessment and what is required of them.

Need to consider

- the environment in which assessment will take place e.g. workplace, rooming, laboratory, simulated environment, virtual learning environment (VLE)
- materials needed for specific assessment e.g. paper-based or online tests, assignment brief, practical outline; materials required for projects, case studies
- conditions e.g. timing, staffing, access to ICT
- learner preparation, e.g. support for specific learners as required

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

Learners need to be aware of

- standards/criteria against which they will be assessed e.g. awarding organisation requirements, vocational skills, knowledge, understanding
- other specific requirements e.g. deadlines, venue, methods, testing procedures, format for evidence, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the learner e.g. preparation, specific needs, activity, evidence required

Some of this could be included in induction of the learner to the qualification at the beginning of the programme.

The assessor and learner can discuss and agree the units to be undertaken and the most appropriate methods of assessment which can be used to satisfy the specific assessment criteria.

Assessment planning can take place verbally and followed up with the production of written assessment plans covering how the vocational skills and knowledge evidence requirements are going to be met.

Learning Outcome 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

In carrying out the assessment the assessor needs to

- ensure everything required is readily available and the learner has been fully prepared and is happy for the assessment to proceed.
- ensure health and safety issues are addressed as appropriate e.g. appropriate PPE.
- brief the learner on how the assessment will be conducted and on how the evidence will be generated
- be aware of organisational policies and procedures
- timing and any specific issues when conducting assessments
- consider use of naturally occurring evidence
- consider individual/group assessment

Also ensure the learner is aware of the disputes and appeals procedure.

2.2 Provide support to learners within agreed limitations

The assessor should provide the learner with an appropriate level of help and support when it is required but should not lead the learner.

Consider specific support needs e.g. language, literacy, visual, auditory, physical

Consider availability of support e.g. specialist support for visual, auditory impairments, translator for second, alternative language

Provide clarifications if the learner is unsure of how to proceed with an assessment

Consider health and safety concerns (in practical activity, the assessment should be stopped if there are concerns and arrangements made to reassess the learner)

2.2 Analyse evidence of learner achievement Assessor should record evidence against each of the assessment criteria.

Each assessment criteria only needs to be satisfied once and over assessment by the assessor must be avoided.

Assessor needs to make a judgement about sufficiency.

A range of evidence can be employed e.g. learner work, performance evidence, test results, responses to questioning, results, achievement records, recording observation evidence

Check authenticity, validity, relevance

Check meets with organisation and awarding organisation etc.

Once all of the assessment criteria of the learning outcomes have been satisfied the unit can be signed off by the learner and the assessor noting the date the unit was achieved on appropriate tracking information

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

The assessment decisions made by the assessor must only be against the assessment criteria of the learning outcomes which make up the units of the qualification the learner is registered for.

The assessment decisions need to be accurate based on the generated evidence being valid, authentic, current, sufficient and reliable.

The assessor must take care not to over assess or add new requirements over and above what is laid down in the assessment standards to ensure that the learner will be disadvantaged and treated unfairly.

2.5 Follow standardisation procedures

All members of the assessment team within a centre need to adopt a standardised approach to the assessment of evidence in line with organisation assessment policies and procedures.

Also need to satisfy requirements of external organisations e.g. awarding organisation

The internal quality assurance has a key role to play in achieving this via observing each assessor assessing and sampling learner portfolios of evidence covering all of the assessors.

The internal quality assurer should set up standardisation sessions which all the assessors need to attend.

The assessors could also attend awarding organisation training events which have workshops sessions which identify good and poor assessment practices. Standardisation is essential to avoid learners being disadvantaged and being treated unfairly.

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

The assessor should provide the learner with both oral and written

feedback after assessments have taken place. This should highlight good practice and also issues which need to be addressed.

When providing feedback to the learner it should be positive and constructive delivered in a supportive atmosphere, involving the learner actively in the process.

Formal or semi-formal meetings should be held between the learner and assessor to identify progress made by the learner and achievements against agreed assessment plans. They should identify what has been successful and where additional learning and training opportunities are needed, how they will be provided and by whom and when. These meetings also provide opportunities to agree the next stage in the assessment process and the development of new assessment plans.

Learning Outcome 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

As the generated evidence is assessed on an ongoing basis the completed assessment documentation is put into learner portfolios of evidence or is recorded electronically. For each unit there should be evidence which satisfies the assessment criteria related to learner performance and evidence which satisfies the knowledge and understanding assessment criteria. Once the unit is complete it should be signed off by the learner and the assessor and the achievement date recorded in an appropriate way.

Centres have a requirement to maintain assessment records independently of the learner portfolio.

If a learner portfolio does go astray the assessor records can be used to confirm the learner's competence together with the learner's evidence records. The assessor has a key role to ensure the assessment records are fully maintained.

3.2 Make assessment information available to authorised colleagues as required

The portfolio of evidence is the property of the learner and remains the property of the learner when he/she leaves the centre. The assessor and the learner work together on the generation of suitable forms of evidence which are then assessed. Clearly this is accessible to both the learner and the assessor.

Others also require access to it i.e. the internal quality assurer to carry out internal quality assurance sampling and the external quality assurer to carry out external quality assurance activities. It is essential only those who have a right to access the assessment information are allowed to do so.

Consider recording systems and how information is communicated,

selecting most appropriate e.g. think about use of technology, electronic formats, team meetings, assessment or standardisation meetings.

3.3 Follow procedures to maintain the confidentiality of assessment information

The assessment information must remain confidential only to those who have a right to access it. Nobody else should have access to it. The data protection act must be adhered to at all times. The learner needs to be assured the evidence produced remains confidential. The assessor needs to maintain a professional approach at all times particularly in relation to assessments carried out in external work places. Need to follow organisational procedures regarding secure storage

Learning Outcome 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

The assessor needs to ensure organisational and awarding organisation policies and procedures are adhered to at all times. These should have been provided to the assessor at the time of induction to the role of assessor.

The assessor should be fully aware of relevant policies and procedures such as health and safety, equal opportunities, disputes and appeals, staff development, assessment and quality assurance.

The assessor needs to be fully aware of the data protection act.

When carrying out assessments the assessor needs to ensure there is an appropriate risk assessment in place for the assessment site and the task being carried out. Appropriate PPE needs to be worn by the assessor and the learner during assessments if appropriate.

Policies should also deal with competence of assessors in relation to the area they are assessing e.g. occupational competence required.

Could consider CPD needs

4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism

The assessor must adhere to their organisation's equal opportunities/equality and diversity policy. It is essential everybody within the organisation is treated equally and fairly. A learner being assessed must not be disadvantaged and be asked to do more or less than is required. The assessor should have been made aware of this during induction to the role and have disseminated the policy to learners during induction to the qualification at the beginning of the programme.

There should be quality in terms of gender, age, racial origin, nationality, creed, sexual orientation, marital status, employment status, disability or learning difficulty.

Adequate mechanisms need to be in place to guarantee the consistency of assessment decisions across the languages of English and Welsh.

Assessments carried out in a language other than English and Welsh must provide clear evidence that the learner is able to achieve at the same standards required for a competent performance anywhere throughout the UK.

There should be flexibility in approach to planning of assessment and quality assurance to support learners e.g. negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches

4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding

The assessor will be provided with verbal and written feedback from a number of sources e.g. evaluation/feedback from learners, teachers, managers, internal quality assurers, external quality assurers, other individuals and professionals, observation reports, outcome from appraisal, milestones.

The assessor should reflect on these forms of evidence to either maintain good practice or to improve practices if issues have been identified. There may be standardisation issues and networking with other assessors is often seen as being beneficial.

Could look at following areas in evaluation

- self-assessment
- evaluation of planning and carrying out of assessment
- SAR (Self Assessment Review)
- understanding of current occupational and awarding organisation expectations
- learners' achievements
- monitoring and modifications, updating knowledge and occupational expertise, skills and self-confidence, developing technologies to extend and enhance assessment process

4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

A key part of continuing to perform the role of assessor is to maintain relevant competence.

Consider

- constraints and opportunities

- action planning to establish realistic goals and targets for own occupational competence
- updating occupational expertise (this should be at a level at least one above the level of qualification being assessed)
- skills and self-confidence
- alternative approaches to assessment and modifications to assessment plans
- changes in policies, procedures or regulations relating to assessment
- technologies to develop and improvement of own assessing
- CPD (use of a log can be made use of during external quality assurance activities)
- awarding organisation provision for professional updating

Relevant CPD activities include secondment into the workplace, technical skills update training, awarding organisation training events, study relating to job role, carrying out specific occupational tasks relating to the qualifications, qualifications development work and attending relevant courses.

Teaching Strategies And Learning Activities

In this unit learners are required to implement the principles of good practice that underlie the planning of assessment of vocational skills, knowledge and understanding.

The unit links with the following units

Understanding the Principles and Practices of Assessment [D/601/5313]
which appears in the following qualification

ABC Level 3 Award in Understanding the Principles and Practices of Assessment 600/0169/0

and

Assess Occupational Competence in the Work Environment [H/601/5314]
which appears in the following qualifications

ABC Level 3 Award in Assessing Competence in the Work Environment

ABC Level 3 Certificate in Assessing Vocational Achievement 600/0167/7

Learners will be working in a practical context that gives them the opportunity to assess the vocational skills, knowledge and understanding of their own learners using the range of assessment methods identified, and justified, in the knowledge unit, Understanding the Principles and

Practices of Assessment [D/601/5313]

Delivery needs to support learners in planning and making assessment decisions in order to share good practice and identify opportunities for developing and improving their practice.

Learners should be encouraged to focus on the use of assessment methods that stimulate and encourage further learning. They need to use the assessment tools to help evaluate their own performance as an assessor, identifying opportunities for improvement. It is especially important to recognise the role of assessment in enabling individual learners to feel greater ownership of their own learning in a way that provides appropriate support and guidance in accordance with the requirements of the assessment process.

Learners will need to have access to a wide range of assessment materials and it would be beneficial if they could have the opportunity to discuss assessment issues with more experienced colleagues. They should also have access to current thinking regarding assessment via the internet, professional journals etc.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

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 learning outcome or assessment criterion.

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

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

*Evidence is not prescribed but may include any or all of the following**

- oral / written questions and answers
- direct observation
- witness statement
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- reflective journals/diaries

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable

All evidence must be clearly signposted and made available for the external moderator upon request.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Additional guidance and advice to support these qualifications and units is freely available to approved ABC centres in the secure area of the ABC web site.

Appendices

Recognition of Prior Learning (RPL), Exemption and Credit Transfer

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred

must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:

- original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
-
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC web site in the Examination Officers' Guide.

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to

think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.