

# **SEG Awards ABC Level 3 Certificate in Assessing Vocational Achievement**

## **Qualification Guidance**

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**Level 3 Certificate – 600/0167/7**

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## About Us

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At the Skills and Education SEG Awards (ABC)<sup>1</sup> 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.

Skills and Education Group Awards 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: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code is C9516-03.

Version	Date	Details of change
7.0	April 2021	Updated qualification guide in new format

This guide should be read in conjunction with the Indicative Content document **version 1.0** which is available on our secure website using the link above.

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<sup>1</sup> ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

# Contents

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About Us .....	2
Contents .....	3
Introduction .....	4
Pre-requisites .....	4
Aims.....	4
Target Group.....	4
Qualification Structure and Rules of Combination .....	4
Practice Assessment Material.....	5
Teaching Strategies and Learning Activities .....	5
Progression Opportunities .....	5
Tutor/Assessor Requirements .....	5
Language .....	6
Qualification Summary.....	7
Unit Details .....	8
Understanding the Principles and Practices of Assessment .....	9
Assess Occupational Competence in the Work Environment .....	12
Assess Vocational Skills, Knowledge and Understanding .....	15
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies .....	18
Exemptions .....	19
Equivalencies.....	19
Certification.....	19
Glossary of Terms .....	20

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.

## Introduction

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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).

## Pre-requisites

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There are no nationally agreed entry requirements.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Aims

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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).

## Target Group

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This qualification is designed for learners who are aged 19+ and who wish to gain the essential knowledge and understanding of assessment principles and practice that assessor's need and intended to assess vocational skills, knowledge and understanding.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

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

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
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
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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.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

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

## Progression Opportunities

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If appropriate to an individual’s job role, learners could progress to Skills and Education Group 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.

## Tutor/Assessor Requirements

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We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Language

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>								
Level 3 Certificate in Assessing Vocational Achievement <b>600/0167/7</b>								
<b>Qualification Purpose</b>	Confirm occupational competence and/or 'licence to practice'							
<b>Age Range</b>	Pre 16		16-18		18+		19+	✓
<b>Regulation</b>	The above qualification is regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See LARS (Learning Aims Reference Service)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	01/03/2011							
<b>Review Date</b>	31/07/2024							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	84							
<b>Total Qualification Time TQT)</b>	150							
<b>Credit Value</b>	15							
<b>Skills and Education Group Awards Sector</b>	Education and Training							
<b>Ofqual SSA Sector</b>	13.1 Teaching and lecturing							
<b>Support from Trade Associations/Stakeholder Support</b>								
<b>Administering Office</b>	See Skills and Education Group Awards website							

## Unit Details

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## Understanding the Principles and Practices of Assessment

<b>Unit Reference</b>	<b>D/601/5313</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>24 hours</b>
<b>Unit Summary</b>	<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>
<b>Learning Outcomes (1 to 8)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 8.4)</b> <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"> <li>a. sufficient</li> <li>b. authentic</li> <li>c. current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>a. made against specified criteria</li> <li>b. valid</li> <li>c. reliable</li> <li>d. fair</li> </ul>
<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><b>Mapping to National Occupational Standards</b>  Learning and Development NOS Standard 9: Assess learner achievement</p>	

## Assess Occupational Competence in the Work Environment

<b>Unit Reference</b>	<b>H/601/5314</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	<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"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The learner can</i></b>
1. Be able to plan the assessment of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ol style="list-style-type: none"> <li>a. observation of performance in the work environment</li> <li>b. examining products of work</li> <li>c. questioning the learner</li> <li>d. discussing with the learner</li> <li>e. use of others (witness testimony)</li> <li>f. looking at learner statements</li> <li>g. recognising prior learning</li> </ol>

	<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"> <li>a. observation of performance</li> <li>b. examining products of work</li> <li>c. questioning the learner</li> <li>d. discussing with the learner</li> <li>e. use of others (witness testimony)</li> <li>f. looking at learner statements</li> <li>g. recognising prior learning</li> </ul> <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>	<ul style="list-style-type: none"><li>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</li><li>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</li><li>4.3 Evaluate own work in carrying out assessments of occupational competence</li><li>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</li></ul>
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## Assess Vocational Skills, Knowledge and Understanding

<b>Unit Reference</b>	<b>F/601/5319</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	<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.</p> <p>Assessment methods include:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <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>
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.4)</b> <b><i>The learner can</i></b>
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"> <li>a. assessments of the learner in simulated environments</li> <li>b. skills tests</li> <li>c. oral and written questions</li> <li>d. assignments</li> <li>e. projects</li> <li>f. case studies</li> <li>g. recognising prior learning</li> </ul>

	<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</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</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p>

<p>skills, knowledge and understanding</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

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. 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.

Further guidance can be found in 'Delivering and Assessing ABC Qualifications' which can be downloaded from the website.

## **Exemptions**

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There are no identified exemptions for these qualifications.

## **Equivalencies**

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There are no identified equivalencies for these qualifications.

## **Certification**

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

Skills and Education Group Awards policies and procedures are available on the website.

# Glossary of Terms

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## **GL (Guided Learning)**

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.