

nqual.

Level 3

Certificate in Assessing Vocational Achievement

(610/4346/1)



Specification Pack

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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Certificate in Assessing Vocational Achievement is regulated by Ofqual.

Qualification Number: 610/4346/1

Overview

The NQual Level 3 Certificate in Assessing Vocational Achievement is designed to provide learners with the knowledge, skills and understanding required to assess occupational competence and vocational achievement, usually in a college, training centre, workshop, classroom, or other training environment.

The purpose of this qualification is to allow individuals to work in an assessment role, assessing achievement against specified criteria. The units specified within this document cover a variety of areas relevant to the sector, including understanding the principles and practices of assessment. As well as practically assessing occupational competence in the work environment, and assessing vocational skills, knowledge and understanding.

Entry Requirements

- Minimum age: 18
- Learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.
- Learners must have access to, be working with, or have permission to work in an environment where occupational and vocational assessment is taking place.
- Learners must have at least 2 candidates to assess.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 15.

Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
F/651/2040	Understanding the Principles and Practices of Assessment	3	24	3
H/651/2041	Assess Occupational Competence in the Work Environment	3	30	6
J/651/2042	Assess Vocational Skills, Knowledge and Understanding	3	30	6

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 84.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 150.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill, knowledge experience and understanding against the criteria set out in this qualification. This qualification is internally assessed, internally quality assured and externally quality assured.

The assessment consists of:

- Unit 1: Understanding the Principles and Practices of Assessment: This knowledge-based unit will consist of assignment work and accompanying evidence.
To evidence that the unit criteria has been met, assignments can consist of written questions, recorded professional discussions, regulatory information, assessment planning evidence, assessment documents, assessment feedback, self-assessment records, journals, CPD evidence, standardisation evidence, meeting agendas & minutes and policies & procedures.
- Unit 2: Assess Occupational Competence in the Work Environment
- Unit 3: Assess Vocational Skills, Knowledge and Understanding

Practical based units will consist of a portfolio of evidence. (Unit 1 & 2)

The portfolio of evidence could contain

- Assessment planning evidence
- Questions between the student, assessor and learner
- Written statements or answers by the assessor
- Oral statements or answers by the assessor
- Discussions between the assessor and their own assessor
- Projects
- Observation of performance in the work environment
- Examining products of work
- Marked assignments
- Feedback to the learner they have assessed
- Case studies
- Evidence of standardisation
- Policies and procedures

Evidence provided within the portfolio must include assessing at least 2 different candidates.

The learner will also be required to complete at least two observations, with two different candidates within a learning, development and assessment environment to demonstrate how they carry out assessments in practice (four assessments in total). The countersigner must be present for the observations. Observations must be completed as a 'live' observation and can be conducted either face-to-face or remote.

Simulations are not allowed.

Approved Centre

To deliver any NQqual qualification, each centre must be approved by NQqual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQqual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQqual's procedures for registering learners.

Support From NQqual

NQqual supports all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 3 Certificate in Assessing Vocational Achievement

Learners must complete all mandatory units for this qualification.

Unit: Understanding the Principles and Practices of Assessment

Unit Code: F/651/2040

RQF Level: 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
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 assessments, taking into account remote and online assessments	3.1 Summarise key factors to consider when planning assessment, taking into account the need for online assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in your own area of responsibility 3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in the assessment	4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners, taking into account remote activities

<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"> • Valid • Reliable • Fair
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 Explain 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>

Unit: Assess Occupational Competence in the Work Environment

Unit Code: H/651/2041

RQF Level: 3

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Be able to plan the assessment of occupational competence</p>	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the learner • Discussing with the learner • Recognising prior learning • Use of witness testimonies <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) • 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 learning, assessment and progression</p>
<p>3. Be able to provide the 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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Unit Guidance

This unit is to assess a learner's performance in carrying out assessments of occupational competence in a work environment.

Evidence for all learning outcomes must come from carrying out assessments in a work environment.

As a minimum, there must be performance evidence for the following assessment methods:

- Observation of performance in the work environment
- Examining products of work
- Questioning the learner
- Giving feedback to a learner

Simulations are not allowed.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. Observations on the trainee assessor can be conducted either face-to-face or remote.

There must be evidence of the trainee assessor carrying out at least two assessments of at least two learners' occupational competence (four assessments in total as a minimum).

Unit: Assess Vocational Skills, Knowledge and Understanding

Unit Code: J/651/2042

RQF Level: 3

<p style="text-align: center;">Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p style="text-align: center;">Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to prepare assessments of vocational skills, knowledge and understanding</p>	<p>1.1 Select methods to assess vocational skills, knowledge and understanding that address learner needs and meet assessment requirements, these could include:</p> <ul style="list-style-type: none"> • Assessments of the learners in simulated environments • Remote and online assessments • Skills tests • 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 learning, assessment and progression</p>
<p>3. Be able to provide the 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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Unit Guidance

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. Observations on the trainee assessor can be conducted either face-to-face or remote.

Simulations are not allowed.

There must be evidence of the trainee assessor carrying out at least two assessments of at least two learners' occupational competence (four assessments in total as a minimum).

Performance evidence must include at least 3 of the individual assessment methods identified in 1.1



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