LEVEL 3 AWARD IN
ASSESSING VOCATIONAL RELATED ACHIEVEMENT

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PROGRAMME GUIDELINES	
PROGRAMME TITLE	**Level 3 Award in Assessing Vocational Related Achievement**
QUALIFICATION CODE	**301/3123/4**
LEVEL	**3**
TOTAL CREDITS	**12 Credits**
TOTAL LEARNING HOURS	**120 Hours**
GUIDED LEARNING HOURS	**60 Hours**

Total Learning Hour - 120 Hours

Guided Learning Hour – 60 Hours

1 Credit = 10 hours of effort (10 hours of learning time which includes everything a learner has to do to achieve the outcomes in a qualification including the teaching learning process, assessment procedures and practical's).

LIST OF UNITS

S. No.	Unit Code	Unit Title	Unit Specification	Credits	GLH	TLH
1	A/331/3011	Understanding the Principles and Practices of Assessment	Essential Unit	3	20	30
2	A/331/3021	Assessing Vocational Skills, Knowledge and Understanding	Essential Unit	6	20	60
3	A/331/3031	Evaluating Occupational Competence and Performance	Essential Unit	3	20	30
TOTAL				**12 Credits**	**60 Hours**	**120 Hours**

UNIT CODE	A/331/3011
UNIT TITLE	Understanding the Principles and Practices of Assessment
CREDIT	3
GLH	20
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

This unit aims to equip learners with the necessary knowledge and skills to effectively carry out assessments in a fair, valid, reliable, and consistent manner. It covers topics such as assessment planning, different assessment methods, assessment criteria, feedback and record keeping, and the importance of maintaining quality assurance in assessment practices.

UNIT LEARNING OUTCOMES

ULO1- Demonstrate an understanding of various assessment methods and the ability to effectively plan assessments.

ULO2- Demonstrate knowledge of how to engage learners and other in the assessment process.

ULO3- Comprehend the fundamental principles and regulatory requirements associated with assessment.

UNIT LEARNING OUTCOME DESCRIPTION:

ULO1- Demonstrate an understanding of various assessment methods and the ability to effectively plan assessments.

Differentiating between formative and summative assessments. Understanding the advantages and limitations of various assessment methods (e.g., written tests, practical demonstrations, projects, portfolios) Developing clear assessment criteria and objectives. Sequencing assessments effectively to support learning progression. Aligning assessments with learning outcomes and curriculum goals. Exploring the concepts of validity and reliability in assessment. Understanding how to design assessments that are valid and reliable

UNIT CODE	A/331/3031
UNIT TITLE	Evaluating Occupational Competence and Performance
CREDIT	3
GLH	20
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

The unit aims to enable learners to understand the principles and criteria for evaluating occupational competence and performance, apply appropriate assessment methods, and make valid and reliable judgments based on the evidence gathered. By the end of the unit, learners should be able to assess occupational competence and performance accurately, provide constructive feedback, and support individuals in their professional development and growth.

UNIT LEARNING OUTCOMES

ULO1: Develop a comprehensive assessment plan for evaluating occupational competence.

ULO2: Utilize sound judgment and make informed assessment decisions regarding individuals' occupational competence.

ULO3: Effectively communicate and provide necessary information in accordance with the assessment outcomes of occupational competence.

UNIT LEARNING OUTCOME DESCRIPTION:

ULO1- Develop a comprehensive assessment plan for evaluating occupational competence.

Coverage of assessment including purpose, requirements and process, assessment plan, specific criteria learners will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, e.g. preparation, specific needs, activity, evidence required, the use of communication and interpersonal skills including clarity, tone and pace of voice, body language, eye contact, sensitivity, positive approach, use of visual aids and other media. Initial assessment of learners needs, learning, training needs analysis, recognising current level of knowledge, understanding, skills and experiences, performance indicators, skills tests, employer review,

ULO2- Demonstrate knowledge of how to engage learners and other in the assessment process.

Promoting learner engagement and motivation in the assessment process. Empowering learners to take ownership of their assessments. Facilitating self-assessment and reflection among learners. Exploring the benefits and methods of peer assessment. Promoting self-assessment skills and self-reflection among learners. Establishing criteria and processes for effective peer and self-assessment. Encouraging collaborative assessment activities and projects. Fostering teamwork and peer learning in assessment contexts. Facilitating group discussions and peer feedback in assessments

ULO3- Comprehend the fundamental principles and regulatory requirements associated with assessment.

Ensuring confidentiality and data protection in assessment practices. Respecting the privacy and sensitivity of assessment outcomes. Addressing ethical considerations related to assessment, such as fairness and impartiality. Validity: Ensuring assessments measure what they are intended to measure. Reliability: Consistency and accuracy of assessment results. Fairness: Treating all learners equitably in the assessment process. Authenticity: Assessments reflecting real-world tasks and contexts. Currency: Ensuring assessments align with current knowledge and practices Understanding national or regional assessment frameworks and guidelines. Familiarizing with regulatory bodies and their requirements. Compliance with assessment-related laws, regulations, and ethical codes

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Explain the responsibilities of the assessor.
P1.2	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.
P1.3	Summarise key factors to consider when planning assessment and to minimize risks through the planning process
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Explain how feedback and questioning contribute to the assessment process.
P2.2	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
P2.3	Explain how to judge whether evidence is: • sufficient • authentic • current
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 3	
P3.1	Explain the various assessment procedures as per the awarding body standards

P3.2	Principles behind the assessment method for learners
P3.3	Explain legal issues, policies and procedures requirements in relation to Assessment, relevant to assessment, including those for confidentiality, health, safety and welfare.

Indicative Study Reference Text Books

1. The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

2. Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M		M	M	M	M	M
ULO2	M			M		M			M
ULO3		M	M	M	M		M	M	M

UNIT CODE	A/331/3021
UNIT TITLE	Assessing Vocational Skills, Knowledge and Understanding
CREDIT	6
GLH	20
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

The unit aims to enable learners to understand the principles and techniques of vocational assessment, develop valid and reliable assessment methods, and apply them to evaluate learners' competence in their respective vocational areas. By the end of the unit, learners should be capable of conducting thorough vocational assessments, providing constructive feedback, and supporting individuals in their vocational development.

UNIT LEARNING OUTCOMES

ULO1- To prepare assessments of vocational skills, knowledge and understanding.

ULO2- To carry out assessments of vocational skills, knowledge and understanding.

ULO3- To provide required information following the assessment of vocational skills, knowledge and understanding.

UNIT LEARNING OUTCOME DESCRIPTION:

ULO1- To prepare assessments of vocational skills, knowledge and understanding.

To be aligned with regulations and good practice requirements, environment, room, simulated environment, virtual learning environment, assessment materials and tools e.g. paper based or online tests, assignment brief, practical online materials required for projects, case studies , initial assessment of learners, tailoring conditions/resources based on initial assessment, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning.

ULO2- To carry out assessments of vocational skills, knowledge and understanding.

Identify appropriate levels of support including initial learner assessment that identifies requirements such as literacy support, visual, auditory, physical, language barriers (including bilingualism), support mechanisms identified such as scribe, translator, reader, specialist equipment including use of new technology, practical equipment, clarification of assessment activities, negotiating deadlines, different approaches for assessment, resources fit for purpose, timing adjustments, understanding of reasonable adjustments and special considerations allowed for assessment. Feedback including affirmation of achievement or identification of further work required by learner, assessment and progression, use of communication and interpersonal skills approach, involving the learner actively in the feedback, including sensitive and empathetic approach, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise), effective use of body language and voice, positive, constructive and supportive feedback approach, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.

ULO3- To provide required information following the assessment of vocational skills, knowledge and understanding

Identifying appropriate colleagues including internal and external verifiers, cross-programmes, organisation, employers, accessibility of information, different approaches including team meetings, assessment and standardisation meetings, electronic and hard formats, assessment and standardisation meetings and sampling. Suitable, secure environment for providing learner feedback, safeguarding and security recording storage of information, organisational procedures, data protection, legislative requirements for paper-based records, electronic.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning
P1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.
P1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements.

P2.2	Provide support to learners within agreed limitations.
P2.3	Analyse evidence of learner achievement and provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 3	
P3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress.
P3.2	Make assessment information available to authorised colleagues as required.
P3.3	Follow procedures to maintain the confidentiality of assessment information.

Indicative Study Reference Text Books

1. The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

2. Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016

MAPPING

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ULO1	M	M	M		M	M	M	M	M
ULO2		M	M	M	M	M	M	M	M
ULO3	M	M	M	M	M		M	M	M

aligned with regulations and good practice requirements, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, negotiating learning, e.g. targets, goals motivation, engagement, involvement, individual responsibility; involvement with others, e.g. organisation, colleagues, employers, peers, witnesses, recognition of prior learning, communication with relevant parties

ULO2- Utilize sound judgment and make informed assessment decisions regarding individuals' occupational competence.

Assessment methods, observation of performance and examining products of work, questioning the learner, discussing with the learner and use of others (witness testimony), looking at learner statements, recognised prior learning, ensuring validity relevant to occupational standards, measures of achievement e.g. performance criteria, assessment criteria; fairness relevant to opportunities for achievement of outcomes and ranges, value of a holistic approach, authenticity and sufficiency of evidence gathered, reliability relevant to standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context. practical limitations, e.g. numbers involved, range, opportunity, time constraints, resources, staffing. In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment methods, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, observations of practice, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

ULO3- Effectively communicate and provide necessary information in accordance with the assessment outcomes of occupational competence.

Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, regular progress checks, goals, checking targets at appropriate intervals. Completed assessment record, assessment pro-formas, records of oral questioning and written assessment, tracking and logging documents, action plans, alignment with centre and awarding organisation policies, legislative requirements for records.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Communicate the purpose, requirements and processes of assessing occupational competence to the learner.
P1.2	Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning

P1.3	Identify opportunities for holistic assessment.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Use valid, fair and reliable assessment methods including: • 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
P2.2	Make assessment decisions of occupational competence against specified criteria.
P2.3	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 3	
P3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress.
P3.2	Make assessment information available to authorized colleagues.
P3.3	Follow procedures to maintain the confidentiality of assessment information.

Indicative Study Reference Text Books

1. The Vocational Assessor Handbook: Including a Guide to the QCF Units for Assessment and Internal Quality Assurance (IQA) Ian Greer May 2019

2. Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) by Ann Gravells Feb 2016

3. Achieving your Assessment and Quality Assurance Units (TAQA) (Further Education and Skills)- by Ann Gravells Jan 2014

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M		M	M	M	M	M
ULO2	M			M		M		M	M
ULO3	M	M	M	M	M		M	M	M

ASSESSMENT METHODS AND TECHNIQUES FOR LEVEL 3 AWARD IN ASSESSING VOCATIONAL RELATED ACHIEVEMENT

Assessment technique	Type of Assessment	Description	Formative or Summative
Case studies	Oral/ Problem based/ Practical	Students are required to work through a case study to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.	**Formative**
Concept maps	Written/ Oral	Students map out their understanding of a particular concept. This is a useful (and potentially quick) exercise to provide feedback to staff on students' understanding.	**Formative**
'Doing it' exam	Written	An exam which requires students to do something, like read an article, analyze and interpret data etc.	**Formative / Summative**
Field report	Written/ Oral	Students are required to produce a written/ oral report relating to a field/ site visit.	**Formative**
Laboratory books / Reports	Practical/ Written	Students are required to write a report for all (or a designated sample) of practical's in a single lab book. A sample of lab books will be collected each week to mark any reports of labs done in previous weeks; this encourages students to keep their lab books up to date. Each student should be sampled the same number of times throughout the module with a designated number contributing to the assessment mark.	**Summative**
Multiple choice questions (MCQs)	Written	Can be useful for diagnostic, formative assessment, in addition to summative assessment. Well-designed questions can assess more than factual recall of information, but do take time to design.	**Formative / Summative**
Online discussion boards	Written	Students are assessed on the basis of their contributions to an online discussion for example, with their peers; this could be hosted on a virtual learning environment (VLE).	**Formative**
Open book exams	Written	Students have the opportunity to use any or specified resources to help them answer set questions under time constraints. This method removes the over-reliance on memory and recall and models the way that professionals manage information.	**Summative**
Oral presentations	Oral / Written	Students are asked to give an oral presentation on a particular topic for a specified length of time and could also be	**Summative**

		asked to prepare associated handout(s). Can usefully be combined with self- and peer-assessment.	
Problem sheets	Written	Students complete problem sheets, e.g. on a weekly basis. This can be a useful way of providing students with regular formative feedback on their work and/or involving elements of self- and peer assessment.	**Formative**
Research projects / Group projects	Written/ Practical/ Oral/ Performance/ Problem based/ Work placement	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.	**Formative / Summative**
Short answer questions	Written	Useful to assess a wide range of knowledge/skills across a module.	**Summative**
Simulations	Practical/ Written/ Oral/ Problem-based	Text or virtual computer-based simulations are provided for students, who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies.	**Formative**
Viva voce	Oral	Often used for assessing 'borderline' degree classifications but also useful to explore students' understanding of a wide range of topics. Depending on class size however, they can be time consuming for staff.	**Summative**