


SEVERN BUSINESS COLLEGE

# CPD Level 3 Certificate in Assessing Vocational Achievement

Course Handbook

### Qualification
CPD Level 3 Certificate in Assessing Vocational Achievement

### Level
3

### Guided Learning Hours
45

### Total Qualification Time Hours
150

### Credit Value
15

### Aim of the Course
The Certificate in Assessing Vocational Achievement provides assessment staff with the necessary knowledge and understanding to practise competently. This provides more opportunities to meet the needs of aspiring assessors.

### Assessment
Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

### Course Structure

| Level 3 Certificate in Assessing Vocational Achievement | | | |
|---|---|---|---|
| **Unit number** | **Units** | **Unit level** | **Unit credit** |
| 1 | Understanding the Principles and Practices of Assessment | 3 | 3 |
| 2 | Assessing Occupational Competence in the Work Environment | 3 | 6 |
| 3 | Assessing Vocational Skills, Knowledge and Understanding | 3 | 6 |

### Assessment Grades

| Marks Ranges | Marking Criteria |
|---|---|
| Pass | All learning outcomes are achieved. All assessment criteria are met. |
| Fail | All learning outcomes are not achieved. All assessment criteria are not met. |
| No Marks | Plagiarism. |

## UNIT SPECIFICATIONS

### Unit Title
Understanding the Principles and Practices of Assessment

### Level
3

### Guided Learning Hours
10

### Learning Time Hours
30

### Credit Value
3

### Learning outcomes and assessment criteria
In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning Outcome | Assessment Criteria |
|---|---|
| 1 Understand the principles and requirements of assessment. | 1.1 Explain the functions of assessment in learning and development.<br>1.2 Define the key concepts and principles of assessment.<br>1.3 Explain the responsibilities of the assessor.<br>1.4 Identify the regulations and requirements relevant to 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 assessment. | 3.1 Summarize key factors to consider when planning assessment.<br>3.2 Evaluate the benefits of using a holistic approach to assessment.<br>3.3 Explain how to plan a holistic approach to assessment.<br>3.4 Summarize the types of risks that may be involved in assessment in own area of responsibility.<br>3.5 Explain how to minimize risks through the planning process. |
| 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.<br>4.2 Summarize types of information that should be made available to learners and others involved in the assessment process.<br>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.<br>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners |
| 5 Understand how to make assessment decisions. | 5.1 Explain how to judge whether evidence is sufficient, authentic and current.<br>5.2 Explain how to ensure that assessment decisions are made against specified criteria, valid, reliable and fair. |
| 6 Understand quality assurance of the assessment process. | 6.1 Evaluate the importance of quality assurance in the assessment process.<br>6.2 Summarize quality assurance and standardization procedures in own area of practice.<br>6.3 Summarize the procedures to follow when there are disputes concerning assessment in own area of practice. |
| 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.<br>7.2 Explain how feedback and questioning contribute to the assessment process |
| 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.<br>8.2 Explain the contribution that technology can make to the assessment process.<br>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.<br>8.4 Explain the value of reflective practice and continuing professional development in the assessment process. |

### Suggested Resources

- Principles and Practices of Assessment
- The Vocational Assessor Handbook

## UNIT SPECIFICATIONS

### Unit Title

Assessing Occupational Competence in the Work Environment

### Level

3

### Guided Learning Hours

20

### Learning Time Hours

60

### Credit Value

6

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning Outcome | Assessment Criteria |
|---|---|
| 1 Be able to plan the assessment of | 1.1 Plan assessment of occupational competence based on the following methods: |

| | |
|---|---|
| occupational competence. | – observation of performance in the work environment;<br>– examining products of work;<br>– questioning the learner;<br>– discussing with the learner;<br>– use of others (witness testimony);<br>– looking at learner statements;<br>– recognizing prior learning.<br>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner.<br>1.3 Plan the assessment of occupational competence to address learner needs and current achievements.<br>1.4 Identify opportunities for holistic assessment. |
| 2 Be able to make assessment decisions about occupational competence. | 2.1 Use valid, fair and reliable assessment methods including: observation of performance; examining products of work; questioning the learner; discussing with the learner; use of others (witness testimony); looking at learner statements; recognizing prior learning.<br>2.2 Make assessment decisions of occupational competence against specified criteria.<br>2.3 Follow standardization procedures.<br>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression. |
| 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.<br>3.2 Make assessment information available to authorized colleagues.<br>3.3 Follow procedures to maintain the confidentiality of assessment information. |
| 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.<br>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence.<br>4.3 Evaluate own work in carrying out assessments of occupational competence.<br>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence. |

### Suggested Resources

- Principles and Practices of Assessment
- The Vocational Assessor Handbook

## UNIT SPECIFICATIONS

### Unit Title

Assessing Vocational Skills, Knowledge and Understanding

### Level

3

### Guided Learning Hours

20

### Learning Time Hours

60

### Credit Value

6

### Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning Outcome | Assessment Criteria |
|---|---|
| 1 Be able to prepare assessments of vocational skills, knowledge and understanding. | 1.1 Select methods to assess vocational skills, knowledge and understanding that 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 and recognizing prior learning.<br>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.<br>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners. |
| 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.<br>2.2 Provide support to learners within agreed limitations.<br>2.3 Analyse evidence of learner achievement.<br>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria.<br>2.5 Follow standardization procedures.<br>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression. |
| 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.<br>3.2 Make assessment information available to authorized colleagues as required.<br>3.3 Follow procedures to maintain the confidentiality of assessment information |
| 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.<br>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism.<br>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding.<br>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding. |

### Suggested Resources

- Principles and Practices of Assessment
- The Vocational Assessor Handbook

Version:2401a