



Level 3 Certificate in Assessing Vocational Achievement - 15 credit

Unit Title	Level	Credit	GLH
Mandatory Units			
Understanding the principles and practices of assessment	3	3	24
Assess vocational skills, knowledge and understanding	3	6	30
Assess occupational competence in the work environment	3	6	30

Unit Format

Each unit in 's suite of level 3 courses is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

Unit Aims

The unit aims section summaries the content of the unit. All units and courses have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)

Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the course.

Understanding the principles and practices of assessment

Unit Title Understanding the principles and practices of assessment

Guided Learning Hours: 24

Levels: 3

Credits: 3

Unit grading system: Pass

Unit purpose and aim(s):

To provide the skills and techniques to analysis and control finance in a public sector environment. To explain Accountability for public sector finance.

Learning Outcomes The learner will:	Assessment Criteria
1. Understand the principles and requirement of assessment	1.1 Explain the functions 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 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 Summarise key factors to consider when planning 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 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 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 arrangement can be adapted to meet the needs of individual learners

<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 decision is: -</p> <ul style="list-style-type: none">● Made against specified● Valid● Reliable● fair
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Assess occupational competence in the work environment

Unit Title:	Assess occupational competence in the work environment
Guided Learning Hours:	30
Level:	3
Credits:	6
Unit grading system:	Pass

Unit purpose and aim(s):

Aim of this unit is to assess a learning and development practioners performance in carrying out assessments of occupational competence in a work environment

Learning Outcome	Assessment Criteria
<p>The learner can:</p> <p>1. Be able to plan the assessment occupational competence</p>	<p>1.1 1.1 plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • o se atio of performance in the work environment • exa i i g p odu ts of work • uestio i g the learner • dis ussi g ith the learner • use of othe s (it ess testimony) • looki g at lea e statements • e og izi g p io 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"> • o se atio of performance • exa i i g p odu ts of work • uestio i g the learner • dis ussi g ith the learner • use of othe s (it ess testimony) • looki g at lea e statements • recognizing prior learning Assess how to build support for the vision within the organization. <p>2.2 make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardization procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning assessment and progression</p>

<p>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 3.2 Make assessment information available to authorized colleagues 3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to main 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 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.3 evaluate own work in carrying out assessments of occupational competence 4.4 Maintain the currency of won expertise and competence as relevant to own role in assessing occupational competence</p>

Assess vocational skills, knowledge and understanding

Unit Title:	Assess vocational skills, knowledge and understanding
Guided Learning Hours:	30
Levels:	6
Credits:	6
Unit grading system:	Pass

Unit purpose and aim(s):

Aim of this unit is to assess a learning and development practioners performance in carrying out the assessment of vocational skills.

Learning Outcomes The learner can:	Assessment Criteria
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 <ul style="list-style-type: none"> ● Assessment of the learner in simulated environments ● Skills tests ● Oral and written communication ● Assignments ● Projects ● Case studies ● Recognizing prior learning. 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 Communicate the purpose, requirements and processes of
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 Manage assessments of vocational skills, knowledge and understanding to learner 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardization procedures 2.6 Provide feedback to the learner that affirms achievement and identifies for learning
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 3.2 make assessment information available to authorised colleagues as required 3.3 follow procedures for 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 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism 4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding 4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.