



# Level 3 Certificate in Assessing Vocational Achievement (RQF)



# LEVEL 3 Certificate Assessing Vocational Achievement (RQF)

How long will it  
take?

## OVERVIEW

### Who is this qualification for?

The Level 3 Assessor Course qualifies you to assess learners in their place of work and in classroom learning environments as well. We offer 100% online delivery and assessment of the Level 3 Assessor Course – part of our robust Training, Assessment and Quality Assurance (TAQA) portfolio. You also get your own personal tutor to support you throughout the course.

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and

understanding in a workshop, classroom or other training environment other than assessing competence in a work environment.

There must be evidence to cover all of the assessment methods listed in the units.

### What is the objective of this qualification?

The objective of the qualification is to support a role in the workplace, or to prepare learners to progress to a qualification in the same subject area but at a higher level or where more specific knowledge, skills and understanding is required.

The total qualification time for this qualification is 150 hours and of this 84 hours are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.



## Level 3 Certificate in Assessing Vocational Achievement

Unit Reference	Unit Title	Level	GLH	Credit
D/601/5313	Understanding the principles and practices of assessment	3	24	3
H/601/5314	Assess occupational competence in the work environment	3	30	6
F/601/5319	Assess vocational skills, knowledge and understanding	3	30	6



# UNIT 1 Understanding the principles and practices of assessment

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

<b>Understand the principles and requirements of assessment</b>	Explain the function of assessment in learning and development	<b>Understand how to involve learners and others in assessment</b>	Explain the importance of involving the learner and others in the assessment process
	Define the key concepts and principles of assessment		Summarise types of information that should be made available to learners and others involved in the assessment process
	Explain the responsibilities of the assessor		Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	Identify the regulations and requirements relevant to the assessment in own area of practice		Explain how assessment arrangements can be adapted to meet the needs of individual learners
<b>Understand different types of assessment method</b>	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	<b>Understand how to make assessment decisions</b>	Explain how to judge whether evidence is: <ul style="list-style-type: none"><li>• sufficient</li><li>• authentic</li><li>• current</li></ul>
<b>Understand how to plan assessment</b>	Summarise key factors to consider when planning assessment		Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"><li>• made against specified criteria</li><li>• valid</li><li>• reliable</li><li>• fair</li></ul>
	Evaluate the benefits of using a holistic approach to assessment		
	Explain how to plan a holistic approach to assessment		
	Explain how to plan a holistic approach to assessment		
	Explain how to minimize risks through the planning process		

# UNIT 1 Understanding the principles and practices of assessment cont.

Understand quality assurance of the assessment process	Evaluate the importance of quality assurance in the assessment process	Understand the legal and good practice requirements in relation to assessment	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	Summarise quality assurance and standardisation procedures in own area of practice		Explain the contribution that technology can make to the assessment process
	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice		Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
Understand how to manage information relating to assessment	Explain the importance of following procedures for the management of information relating to assessment	Understand the legal and good practice requirements in relation to assessment	Explain the value of reflective practice and continuing professional development in the assessment process
	Explain how feedback and questioning contribute to the assessment process		



## UNIT 2 Assess occupational competence in the work environment

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment. .

### Be able to plan the assessment of occupational competence

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

Communicate the purpose, requirements and processes of assessing occupational competence to the learner

Plan the assessment of occupational competence to address learner needs and current achievements

Identify opportunities for holistic assessment

### Be able to make assessment decisions about occupational competence

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

Make assessment decisions of occupational competence against specified criteria

Follow standardisation procedures

Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and Progression



## UNIT 2 Assess occupational competence in the work environment cont.

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment. .

Be able to provide required information following the assessment of occupational competence	Maintain records of the assessment of occupational competence, its outcomes and learner progress
	Make assessment information available to authorised colleagues
	Follow procedures to maintain the confidentiality of assessment information
Be able to maintain legal and good practice requirements when assessing occupational competence	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
	Evaluate own work in carrying out assessments of occupational competence
	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence



## UNIT 3 Assess vocational skills, knowledge and understanding

The aim of this unit is to assess the trainee assessor's performance in assessing vocational skills knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment.

### Be able to prepare assessments of vocational skills, knowledge and understanding

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

Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding

### Be able to carry out assessments of vocational skills, knowledge and understanding

Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements

Provide support to learners within agreed limitations

Analyse evidence of learner achievement

Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria

Follow standardisation procedures

Provide feedback to the learner that affirms achievement and identified any further implications for learning, assessment and progression



## UNIT 3 Assess vocational skills, knowledge and understanding cont.

**Be able to provide required information following the assessment of vocational skills, knowledge and understanding**

Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress

Make assessment information available to authorised colleagues as required

Follow procedures to maintain the confidentiality of assessment information

**Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding**

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

Apply requirements for equality and diversity and, where appropriate, bilingualism

Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding

Take part in continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding



greyseal  
academy

---



[www.greyseal.co.uk](http://www.greyseal.co.uk)

01773 829 121

[admin@greysealacademy.co.uk](mailto:admin@greysealacademy.co.uk)

Grey Seal Academy Unit 3, The Heritage Business Centre, Derby Road , Belper DE56 1SW