

Unit 301 Understanding the Principles and Practices of Assessment

Title:	Understanding the Principles and Practices of Assessment
Level:	3
Credit value:	3
General Guidance This unit assesses a candidate assessor's knowledge of the principles and practices of assessment in a learning and development context. Evidence for this unit could take the form of: <ul style="list-style-type: none">• written statements or answers by the candidate assessor• oral statements or answers by the candidate assessor• discussions between the candidate assessor and their own assessor• assignments• projects Considerable evidence could be generated for this unit in the form of statements and discussions if the candidate assessor attempts either of the following units at the same time as this one: <ul style="list-style-type: none">• <i>Assess occupational competence in the work environment</i>• <i>Assess vocational skills, knowledge and understanding</i>	

Unit 301 Understanding the Principles and Practices of Assessment

Terminology

Authentic	<i>Being the learner's own work.</i>
Equality	<i>A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic</i>
Diversity	<i>Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.</i>
Evidence	<i>Evidence of a learner's knowledge, understanding, skill or competence that can be used to make a judgment of their achievement against agreed standards/criteria</i>
Learner	<i>The person being assessed by the candidate assessor</i>
Reliable	<i>Consistently achieves the same results with different assessors and the same (or similar) group of learners.</i>
Requirements	<i>These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.</i>
Sufficient	<i>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</i>
Valid	<i>Relevant to the standards/criteria against which the candidate is being assessed.</i>
Fair	<i>Ensuring that everyone has an equal chance of getting an objective and accurate assessment.</i>

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
1. Understand the principles and requirements of assessment	1.1 explain the functions of assessment in learning and development	The roles of: <ul style="list-style-type: none"> • initial assessment in identifying learner needs • formative assessment in tracking learner progress • summative assessment in assessing learner achievement
	1.2 define the key concepts and principles of assessment	The following key concepts and principles: <ul style="list-style-type: none"> • assessment as a process of making judgments of learners' knowledge, skills and competence against set criteria • what is meant by validity and reliability • the role of evidence in making assessment decisions • what is meant by evidence being authentic, sufficient and current • the importance of objectivity and fairness to learners • the importance of transparency for the learner

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
	1.3 explain the responsibilities of the assessor	<p>The following assessor responsibilities:</p> <ul style="list-style-type: none"> • understanding and applying the standards and requirements they are working to • planning assessments to meet learner needs • communicating assessment requirements to learners • carrying out assessments • comparing evidence with set standards • making assessment decisions • recording the assessment process and decisions • providing feedback to learners • taking part in standardisation processes • taking part in continuing professional development <hr/> <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about their assessment activities.</p>

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
	1.4 identify the regulations and requirements relevant to assessment in own area of practice	<ul style="list-style-type: none"> • The general requirements for the assessments they are responsible for – for example, those of the awarding organisation or regulatory body – and the key source documents. • The importance of complying with the relevant assessment strategy if assessing a qualification <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about the requirements for the assessments they carry out.</p>

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
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	<p>The strengths and weaknesses of four different assessment methods selected from:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning • assessments in simulated environments • skills tests • oral and written questions • assignments • projects • case studies <hr/> <p><i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about why they have selected particular assessment methods.</p>

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
3. Understand how to plan assessment	3.1 summarise key factors to consider when planning assessment	<p>The following factors:</p> <ul style="list-style-type: none"> • standards/criteria to be used • types and volume of evidence required • choice of assessment methods • communication with learner and others involved • location and resources • time and duration of assessment • specific learner needs and any support required • how to manage the assessment process • recording assessment processes and decisions • feedback to learner • the importance of complying with the relevant assessment strategy if planning the assessment of a qualification <hr/> <p><i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about the factors they have considered when planning their assessments.</p>

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
	3.2 evaluate the benefits of using a holistic approach to assessment	The value of holistic assessment in: <ul style="list-style-type: none"> • efficient evidence collection for the learner and assessor • evidence that can be used for more than one unit • identifying how the learner integrates for example, knowledge and understanding into their practice
	3.3 explain how to apply holistic assessment when planning assessment	How to plan assessments so that a variety of required evidence can be derived from one assessment occasion. <i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> evidence for the above could come from a discussion with the candidate assessor about how they have planned assessments to make the most efficient use of evidence generation.
	3.4 summarise the types of risks that may be involved in assessment in own area of responsibility	The following risks; <ul style="list-style-type: none"> • health and safety • unrealistic/unnecessary stress on the learner • inauthentic evidence/collusion/unjustifiable support to the learner • over-assessment • potential for unfairness to learner • failing to meet the requirements of any relevant assessment strategy if assessing a qualification

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
		<p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they identified risks when planning the assessment process.</p>
	<p>3.5 explain how to minimise risks through the planning process</p>	<p>How to manage assessments to minimise risks associated with:</p> <ul style="list-style-type: none"> • health and safety • learner stress • potential for inauthentic evidence, collusion, unjustifiable support to the learner • fairness <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they minimized risks when planning the assessment process.</p>
<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 explain the importance of involving the learner and others in the assessment process</p>	<p>The benefits of involving learners in the assessment process:</p> <ul style="list-style-type: none"> • transparency – learner understanding the standards/criteria they are being assessed against and how assessment decisions are made • efficiency – learner identifying and providing evidence themselves, others for example expert witnesses providing evidence

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
		<p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about why they involved the learner and others.</p>
	4.2 summarise types of information that should be made available to learners and others involved in the assessment process	<p>The following types of information:</p> <ul style="list-style-type: none"> • standards and criteria for the assessment • types of evidence required and methods to be used • practical arrangements • how feedback will be given • use of assessment outcomes and records
	4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	<p>The benefits of the learner and others contributing to formative assessment and therefore advising on when summative assessment might be appropriate. The benefits of the learner developing a sense of ownership over the learning and assessment process.</p>
	4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners	<p>Examples of how assessment arrangements may need to be adapted to meet:</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs • working patterns

Unit 301 Understanding the Principles and Practices of Assessment

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		<p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they adapted assessment arrangements to meet particular learner needs.</p>
5. Understand how to make assessment decisions	5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> • valid • authentic • current • sufficient 	<p>How to use e.g. in-house and/or awarding organisation guidelines to ensure evidence meets requirements.</p> <hr/> <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they judged the quality of evidence.</p>
	5.2 explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair 	<p>How to:</p> <ul style="list-style-type: none"> • interpret assessment standards/criteria correctly • match and measure evidence against assessment standards/criteria • ensure that consistent judgments are being made in own practice and liaise with other assessors and verifiers to ensure reliability • consider any possibility that individual learners are being treated differently to others in the assessment process

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
		<i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> evidence for the above could come from a discussion with the candidate assessor about how they made assessment decisions.
6. Understand own contribution to the quality assurance of assessment	6.1 evaluate the importance of quality assurance in the assessment process	The importance of quality assurance in terms of: <ul style="list-style-type: none"> • ensuring the reliability of assessment decisions • fairness to individual candidates • upholding the credibility of assessment processes and decisions • ensuring consistency
	6.2 summarise quality assurance and standardisation procedures in own area of practice	Typical quality assurance and standardisation processes relevant to own area of practice or interest. <i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> evidence for the above could come from a discussion with the candidate assessor about why the quality assurance and standardization processes relevant to their own practice.
	6.3 summarise the relevant procedures to follow when there are disputes concerning assessment in own area of practice	Appeals procedures relevant to own area of practice or interest.

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
7. Understand how to manage information relating to assessment of occupational competence	7.1 explain the importance of following procedures for the management of information relating to assessment	The importance of the candidate assessor completing and storing assessment records in order to: <ul style="list-style-type: none"> • provide accurate information on learner achievement • contribute to quality assurance and standardisation processes • provide a basis for feedback to the learner and review learner progress • make available information in the event of appeals
	7.2 explain how feedback and questioning contributes to the assessment process	How feedback to the learner and others assists transparency of the assessment process and assists learner progression. <i>Holistic assessment opportunities</i> If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> evidence for the above could come from a discussion with the candidate assessor about why they provided feedback to the learner.
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	Legal requirements and the policies and procedures of own organisation and awarding organisation concerning: <ul style="list-style-type: none"> • health and safety, including learner emotional welfare • confidentiality • transparency • record keeping • equal opportunities and diversity • compliance with the relevant assessment strategy if assessing a qualification

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
		<p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about legal, organizational and awarding organization policies and procedures that govern their practice.</p>
	8.2 explain the contribution that technology can make to the assessment process	<p>How technology can be used to enhance the assessment process:</p> <ul style="list-style-type: none"> • video evidence of skills/performance • recording of oral evidence • paperless portfolio • computer-based/on-line testing <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they used technology to enhance the assessment process.</p>
	8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	<p>How legal and best practice requirements may have implications for the assessment process in regard to:</p> <ul style="list-style-type: none"> • gender • disability • race/culture/religion • language

Unit 301 Understanding the Principles and Practices of Assessment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence Guidelines <i>The candidate assessor provides evidence that they understand:</i>
		<p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they took account of equality, diversity and bilingual requirements that affect the assessment process.</p>
	<p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>	<p>How the assessor must:</p> <ul style="list-style-type: none"> • continuously reflect on their assessment practice and ensure it meets legal, organisational and awarding body requirements • learn lessons from their assessment practice, interactions with learners, other assessors and those involved in the quality assurance and standardisation processes and improve what they do • maintain their occupational expertise by keeping up with changes in technology, working practices and standards in their sector • maintain their expertise in assessment by keeping up-to-date with new assessment standards, requirements and methods <p><i>Holistic assessment opportunities</i></p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • <i>Assess occupational competence in the work environment</i> • <i>Assess vocational skills, knowledge and understanding</i> <p>evidence for the above could come from a discussion with the candidate assessor about how they reflect on their assessment practice and maintain their occupational and assessment expertise.</p>

Unit 302

Assess Occupational Competence in the Work Environment

Title:	Assess Occupational Competence in the Work Environment
Level:	3
Credit value:	6
General Guidance This unit assesses a candidate assessor's competence in assessing the occupational competence of others. Primary evidence for the learning outcomes and assessment criteria must come from the candidate assessor assessing two real learners on two occasions in a real work environment against standards/criteria that are approved by the organisation. These standards/criteria may include national occupational standards, components of qualifications or in-house standards. Each assessment must be a substantial but realistic and manageable piece of a learner's work. The unit covers seven assessment methods in total. The candidate assessor must show that they have covered a minimum of three of these assessment methods in their real practice. The candidate assessor is allowed, if necessary, to provide other forms of evidence – for example through a statement or by discussion – to show how they would use the other assessment methods. Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit: <i>301: Understanding the principles and practices of assessment</i>	

Unit 302 Assess Occupational Competence in the Work Environment

Terminology

Authentic	<i>Being the learner's own work.</i>
Equality	<i>A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic</i>
Diversity	<i>Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.</i>
Evidence	<i>Evidence of a learner's knowledge, understanding, skill or competence that can be used to make a judgment of their achievement against agreed standards/criteria</i>
Learner	<i>The person being assessed by the candidate assessor</i>
Reliable	<i>Consistently achieves the same results with different assessors and the same (or similar) group of learners.</i>
Requirements	<i>These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.</i>
Sufficient	<i>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</i>
Valid	<i>Relevant to the standards/criteria against which the candidate is being assessed.</i>
Fair	<i>Ensuring that everyone has an equal chance of getting an objective and accurate assessment.</i>

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
1. Be able to plan the assessment of occupational competence	1.1 plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> • 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 	Products of work showing planning for two assessments of two learners (four assessments in total), covering as a minimum across the four assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor's planning does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor's planning should include: <ul style="list-style-type: none"> • identification of the standards/criteria to be used for assessment • reference to the assessment strategy if they are assessing a qualification • the types and sufficiency of evidence required – evidence of performance in the work environment, evidence of knowledge and/or understanding • how they will communicate with the learner and others involved in the assessment process • location and resources required for the assessment • time and duration of the assessment • specific learner needs and any support required • how they will manage the assessment process • how they will record assessment processes and decisions • how they will provide feedback to learner In addition this could be confirmed by witness testimony

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner	Observation, products of work or witness testimony	Observation to include the candidate assessor briefing the learner ahead of the assessment. Products of work to include for example, notes, emails, recorded conversations. Witness testimony to include, for example, statements from the learner or learners' supervisor showing that the candidate assessor has communicated the purpose, requirements and processes of the assessment to the learner.
	1.3 plan the assessment of occupational competence to address learner needs and current achievements	As in 1.1 above	The candidate assessor should show – either through a statement or by discussion – that they have taken account of the learner's needs – for example, shift patterns, occasions when they are carrying out relevant work, any special support they may need. They should also show that they have taken account of learners' current achievements, for example by not planning to reassess something for which there is already sufficient evidence. In addition this could be confirmed by witness testimony
	1.4 Identify opportunities for holistic assessment	As in 1.1 above	The plans should show that the candidate assessor is planning to use techniques, such as holistic assessment and cross referencing, to make the best use of the evidence that is generated by the assessment occasion, rather than seeking separate pieces of evidence for each standard/criterion.

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
2. Be able to make assessment decisions about occupational competence	2.1 use valid, fair and reliable assessment methods including: <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) • looking at learner statements • recognising prior learning 	Observations showing two assessments of two learners (four assessments in total). The candidate assessor must use, as a minimum, the following assessment methods during these assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor should show, through a discussion or statement, how the assessment methods they have used are valid, fair and reliable in terms of the outcomes and criteria being used to assess the learner.

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	2.2 make assessment decisions of occupational competence against specified criteria	As above	The candidate assessor should show, through a discussion or statement, how they have matched and measured evidence against the required outcomes/criteria. If they are assessing a qualification they should describe how they have complied with the assessment strategy for that qualification.
	2.3 follow standardisation procedures	As above	The candidate assessor should show, through a discussion or statement, how their assessment decisions conform to standardisation procedures within their organisation.
	2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	Observation of feedback to learners on at least one occasion.	Feedback to learners should be clear, accurate and constructive, should identify progress and any further learning and assessment requirements.
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	Products of work in the form of assessment records completed by the candidate assessor.	Records should be accurate, meet the requirements of the organisation and, where appropriate, awarding organisation. This could also be confirmed by witness testimony
	3.2 make assessment information available to authorised colleagues	Products of work as above.	Products of work, for example, completed assessment records showing that the candidate assessor has followed all the required organisational and awarding organisation requirements for communicating and storing information about the four assessments to colleagues in the organisation. In addition this could be confirmed by witness testimony

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	3.3 follow procedures to maintain the confidentiality of assessment information	Discussion or statement	The candidate assessor should explain – either through discussion or a statement – how they have complied with the requirements of the Data Protection Act and any additional organisational and awarding organisation requirements for confidentiality. In addition this could be confirmed by witness testimony
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	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements – in particular for health, safety and welfare – and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of relevant legal and organisational requirements. If they are assessing a qualification they should describe how they have complied with the assessment strategy for that qualification. In addition this could be confirmed by witness testimony
	4.2 apply requirements for equality and diversity and, where appropriate, bilingualism when assessing occupational competence	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements for equality, diversity and, if appropriate (for example in Wales) for bilingualism, and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of equality and diversity requirements.

Unit 302 Assess Occupational Competence in the Work Environment

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	4.3 evaluate own work in carrying out assessments of occupational competence	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they have evaluated the four assessments they have carried out and what learning points they have identified.
	4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they will continue to reflect on their practice and plan and take part in continuing professional development in respect of both their occupational expertise in the sector and their competence as an assessor.

Unit 303

Assess Vocational Skills, Knowledge and Understanding

Title:	Assess Vocational Skills, Knowledge and Understanding
Level:	3
Credit value:	6
General Guidance <p>This unit assesses a candidate assessor's competence in assessing a learner's vocational skills, knowledge and understanding in contexts other than a work environment, for example in a simulated environment, in a workshop or classroom. Primary evidence for the learning outcomes and assessment criteria must come from the candidate assessor assessing two real learners on two occasions against standards/criteria that are approved by the organisation. These standards/criteria may include components of qualifications or in-house training requirements.</p> <p>Each assessment must be a substantial but realistic and manageable piece of a learner's work.</p> <p>The unit covers seven assessment methods in total. The candidate assessor must show that they have covered a minimum of three of these assessment methods in their real practice. The candidate assessor is allowed, if necessary, to provide other forms of evidence – for example through a statement or by discussion – to show how they would use the other assessment methods.</p> <p>Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit:</p> <p><i>301: Understanding the principles and practices of assessment</i></p>	

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Terminology

Authentic	<i>Being the learner's own work.</i>
Equality	<i>A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic</i>
Diversity	<i>Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.</i>
Evidence	<i>Evidence of a learner's knowledge, understanding, skill or competence that can be used to make a judgment of their achievement against agreed standards/criteria</i> <i>The person being assessed by the candidate assessor</i>
Learner	<i>Consistently achieves the same results with different assessors and the same (or similar) group of learners.</i>
Reliable	<i>These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.</i>
Requirements	<i>Enough evidence as specified in Evidence Requirements or Assessment Strategy.</i>
Sufficient	<i>Relevant to the standards/criteria against which the candidate is being assessed.</i>
Valid	<i>Ensuring that everyone has an equal chance of getting an objective and accurate assessment.</i>
Fair	

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
1. 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"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning 	Products of work showing planning for two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments three of the methods under 1.1 opposite. If the candidate assessor's planning does not include the other methods listed in 1.1 opposite, they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor should show, through a discussion or statement, how the assessment methods they are planning to use are consistent with e.g. Awarding Organisation requirements and meet the learner's needs in terms of their readiness for assessment and, where appropriate, their preferred learning/assessment styles.

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	Products of work showing preparation of resources for two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments) three of the methods under 1.1 above If the candidate assessor's planning does not include the other methods listed in 1.1 above, they must show through a statement or by discussion how they would plan to use these assessment methods.	The candidate assessor's preparation should include: <ul style="list-style-type: none"> • the resources required for the assessment – for example, equipment and materials, instruction sheets, question papers etc. • the environment for the assessment and any controlled conditions, for example, those required for simulations • practical arrangements that may need to be made with other staff In addition this could be confirmed by witness testimony
	1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	Observation, products of work or witness testimony	Observation to include the candidate assessor briefing the learner ahead of the assessment. Products of work to include for example, notes, emails, recorded conversations. Witness testimony to include, for example, statements from the learner or learners' supervisor showing that the candidate assessor has communicated the purpose, requirements and processes of the assessment to the learner.

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
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	<p>Observations showing the management of two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments) three of the methods under 1.1 above.</p> <p>If the candidate assessor's planning does not include the other methods listed in 1.1 above, they must show through a statement or by discussion how they would plan to use these assessment methods.</p>	<p>Observations must confirm that the candidate assessor met all the e.g. Awarding Organisation requirements for the assessment, for example, ensuring the test conditions were appropriate, ensuring there was no collusion between learners.</p>
	2.2 provide support to learners within agreed limitations	<p>Observation or statement/discussion with candidate assessor.</p>	<p>This is a contingency situation. Observation of the candidate assessor, for example, providing clarification of a question or instruction (where permitted), replacing a faulty item of equipment, allowing extra time for a dyslexic learner (where permitted). If there is no opportunity for the candidate assessor to demonstrate this during the observations, a statement or discussion with the candidate assessor.</p> <p>In addition this could be confirmed by witness testimony</p>

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	2.3 analyse evidence of learner achievement	Statement/discussion corroborated where necessary by a subject expert.	The candidate assessor should show, through a discussion or statement, how they have matched and measured evidence against the required standards/criteria. If the person assessing the candidate assessor is not a subject expert, there will need to be corroboration from, for example, a subject specialist assessor or internal verifier.
	2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	Statement/discussion corroborated where necessary by a subject expert.	The candidate assessor should show, through a discussion or statement, how they have made their assessment decisions against the required standards/criteria. If the person assessing the candidate assessor is not a subject expert, there will need to be corroboration from, for example, a subject specialist assessor or internal quality assurer (IQA).
	2.5 follow standardisation procedures	Statement/discussion corroborated where necessary.	The candidate assessor should show, through a discussion or statement, how their assessment decisions conform to standardisation procedures within their organisation. This could be corroborated by a witness testimony from the internal quality assurer (IQA).
	2.6 provide feedback to the learner that affirms achievement and any further implications for learning, assessment and progression	Observation of feedback to learners on at least one occasion.	Feedback to learners should be clear, accurate and constructive, should identify progress and any further learning and assessment requirements.

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
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	Products of work.	Assessment records showing that the candidate assessor has followed all the required organisational and awarding organisation requirements for recording assessments and assessment decisions. This could be corroborated by a witness testimony from the internal quality assurer (IQA).
	3.2 make assessment information available to authorised colleagues as required	Products of work.	Completed assessment records showing that the candidate assessor has followed all the required organisational and awarding organisation requirements for communicating and storing information about the four assessments to colleagues in the organisation. In addition this could be confirmed by witness testimony
	3.3 follow procedures for the confidentiality of assessment information	Discussion or statement	The candidate assessor should explain – either through discussion or a statement – how they have observed the requirements of the Data Protection Act and any additional organisational and awarding organisation requirements for confidentiality. In addition this could be confirmed by witness testimony

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
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	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements – in particular for health, safety and welfare – and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of relevant legal and organisational requirements. If they are assessing a qualification they should describe how they have complied with the assessment strategy for that qualification. In addition this could be confirmed by witness testimony
	4.2 apply requirements for equality and diversity and, where appropriate, bilingualism	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements for equality, diversity and, if appropriate (for example in Wales) for bilingualism, and all relevant organisational policies and procedures.	This should be supported by the candidate assessor providing an explanation – either through discussion or a statement showing how they took account of equality and diversity requirements. In addition this could be confirmed by witness testimony
	4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they have evaluated the four assessments they have carried out and what learning points they have identified.

Unit 303 Assess Vocational Skills, Knowledge and Understanding

Learning outcomes <i>The candidate assessor will:</i>	Assessment criteria <i>The candidate assessor can:</i>	Evidence <i>The candidate assessor must provide the following:</i>	Best Practice Guide <i>To meet best practice standard the following should apply:</i>
	4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	Discussion or statement	There should be an explanation by the candidate assessor – either through a discussion or statement – as to how they will continue to reflect on their practice and plan and take part in continuing professional development in respect of both their occupational expertise in the sector and their competence as an assessor.