



Online Course

L3 award in Assessing (CAVA)



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Qualification Specification

Qualification regulation and support

The Level 3 Assessor qualifications have been developed and are awarded by Highfield Qualifications and sit on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)

Qualification Number: 600/3873/1

Assessment Method: Portfolio of evidence

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors. 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.

Level 3 Award in Assessing Competence in the Work Environment (RQF)

Qualification Number: 600/3861/5

Assessment Method: Portfolio of evidence

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- observation of performance in the work environment
- use of others (witness testimony)
- examining products of work
- questioning the learner
- discussing with the learner
- looking at learner statements
- recognising prior learning.

The objective of the qualification is to support a role in the workplace.

Level 3 Award in Assessing Vocationally Related Achievement (RQF)

Qualification Number: 600/3872/X

Assessment Method: Portfolio of evidence

This qualification is intended for those who assess vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a work environment. It includes the following assessment methods (although not all of these require performance evidence):

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

The objective of the qualification is to support a role in the workplace.

Level 3 Certificate in Assessing Vocational Achievement (RQF)

Qualification Number: 600/3871/8

Assessment Method: Portfolio of evidence

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.

The objective of the qualification is to support a role in the workplace.

Structure

Entry Requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age

There are no other prerequisites for these qualifications. Although it is advised that learners already hold a level 2 qualification, as well as a GCSE pass in English & Maths These qualifications are suitable for learners in England, Wales or Northern Ireland.

Guidance on Delivery

The course will be delivered over 5 weeks, 2-hour live webinar each week, with dedicated learning & skills coach.

Progression Opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 4 Award In Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Certificate In Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award In the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Highfield Level 4 Award In Understanding the External Quality Assurance of Assessment Processes and Practice (RQF)

Assessment

These qualifications are assessed by a portfolio of evidence, which will cover all assessment criteria contained within the units stipulated in the rules of combination for each qualification. These portfolios will be internally assessed and quality assured by the Centre. The Assessment Guidance for Awarding Organisations can be found on the HABC website.



Unit 1: Understanding the principles and practices of assessment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
1. Understand the principles and requirements of assessment	<ul style="list-style-type: none">1.1 Explain the function of assessment in learning and development1.2 Define the key concepts and principles of assessment1.3 Explain the responsibilities of the assessor1.4 Identify the regulations and requirements relevant to the assessment in own area of practice
2. Understand different types of assessment method	<ul style="list-style-type: none">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	<ul style="list-style-type: none">3.1 Summarise key factors to consider when planning assessment3.2 Evaluate the benefits of using a holistic approach to assessment3.3 Explain how to plan a holistic approach to assessment3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility3.5 Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	<ul style="list-style-type: none">4.1 Explain the importance of involving the learner and others in the assessment process4.2 Summarise types of information that should be made available to learners and others involved in the assessment process4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

Unit 1: Understanding the principles and practices of assessment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
5. Understand how to make assessment decisions	<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 decisions are:</p> <ul style="list-style-type: none">• made against specified criteria• valid• reliable• fair
6. Understand quality assurance of the assessment process	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
7. Understand how to manage information relating to assessment	<p>7.1 Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

Unit 2: Assess occupational competence in the work environment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
1. Be able to plan the assessment of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <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 <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>
2. Be able to make assessment decisions about occupational competence	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <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 <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>

Unit 2: Assess occupational competence in the work environment

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
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 3.2 Make assessment information available to authorised colleagues 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 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 own expertise and competence as relevant to own role in assessing occupational competence

Unit 2: Assess occupational competence in the work environment

As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment;
- examining products of work; and
- questioning the learner.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the learner;
- use of others (witness testimony);
- looking at learner statements; or
- recognising prior learning.

The trainee assessor's performance evidence must be assessed by live observation, examining the products of work, questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the trainee assessor carrying out at least two assessments of two learner's occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.



Unit 3: Assess vocational skills, knowledge and understanding

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</i>
1. Be able to prepare assessments of vocational skills, knowledge and understanding	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <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 <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding</p>
2. Be able to carry out assessments of vocational skills, knowledge and understanding	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 Provide support to learners within agreed limitations</p> <p>2.3 Analyse evidence of learner achievement</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 Follow standardisation procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identified any further implications for learning, assessment and progression</p>

Unit 3: Assess vocational skills, knowledge and understanding

Learning Outcomes	Assessment Criteria
<i>The Learner Will:</i>	<i>The Learner Can:</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 3.2 Make assessment information available to authorised colleagues as required 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 for 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 continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Unit 3: Assess vocational skills, knowledge and understanding

- assessments of the learner in simulated environments;
- skills tests;
- oral and written questions;
- assignments;
- projects;
- case studies; and
- recognising prior learning.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by live observation, examining the products of work, questioning or professional discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

There must be evidence of the trainee assessor carrying out at least two assessments of two learner's skills, knowledge and understanding (four assessments in total).

