



Assess vocational skills, knowledge and understanding

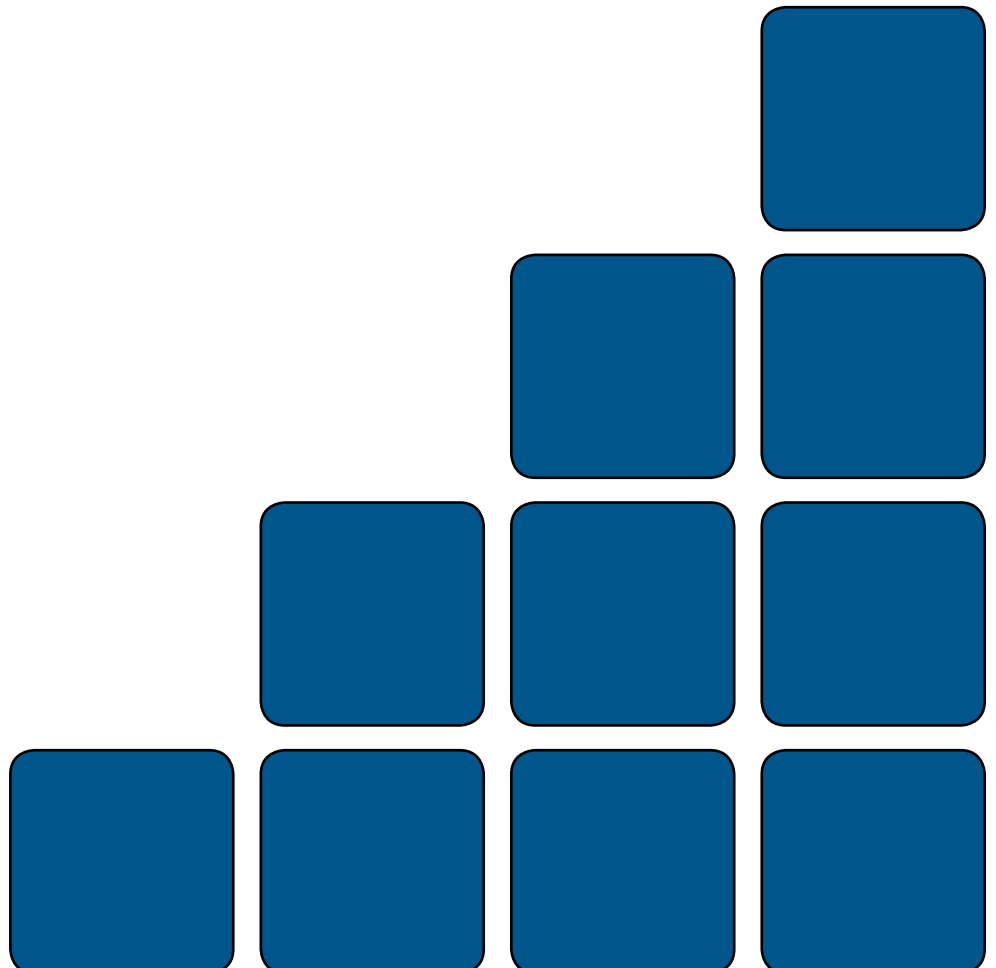
UV30566

F/601/5319

Learner name:

Learner number:

VRQ



UV30566

Assess vocational skills,
knowledge and understanding

The aim of this unit is to develop your performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.

Level

3

Credit value

6

GLH

30

Observation(s)

1

External paper(s)

0



Assess vocational skills, knowledge and understanding

Learning outcomes

On completion of this unit you will:

1. Be able to prepare assessments of vocational skills, knowledge and understanding
2. Be able to carry out assessments of vocational skills, knowledge and understanding
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Evidence requirements

1. *Specific unit requirements*

There must be evidence to cover all of the assessment methods listed in this unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

 - i. assessments of the learner in simulated environments
 - ii. skills tests
 - iii. oral and written questions
 - iv. assignments
 - v. projects
 - vi. case studies
 - vii. recognising prior learning
2. *Simulation*

Simulation is not allowed in this unit.

3. *Achieving assessment criteria*

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 assessment criterion.

Observation outcomes

There must be evidence of you carrying out a **minimum of two** assessments of **two** learners' skills, knowledge and understanding (**four assessments in total**). **A minimum of one assessment must be observed.**

4. *Range*

All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



Observations

Outcome 1

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

You can:

- a. 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
- b. Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
- c. Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

* May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Outcome 2

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

You can:

- a. Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
- b. Provide support to learners within agreed limitations
- c. Analyse evidence of learner achievement
- d. Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
- e. Follow standardisation procedures
- f. Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Outcome 3

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

You can:

- a. Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
- b. Make assessment information available to authorised colleagues as required
- c. Follow procedures to maintain the confidentiality of assessment information

** May be assessed through oral questioning.*

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Outcome 4

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

You can:

- a. Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
- b. Apply requirements for equality and diversity and, where appropriate, bilingualism

*May be assessed through oral questioning.

Observation	1	Optional	Optional	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Range

***You must cover all the ranges listed:**

Preparation of a minimum of 3 assessment methods		Portfolio reference
Assessments of learners in simulated environments		
Skills tests		
Oral and written questions		
Assignments		
Projects		
Case studies		
Recognising prior learning		
Use a minimum of 3 assessment methods		Portfolio reference
Assessments of learners in simulated environments		
Skills tests		
Oral and written questions		
Assignments		
Projects		
Case studies		
Recognising prior learning		
Learners		Portfolio reference
New to assessment		
Used to assessment		

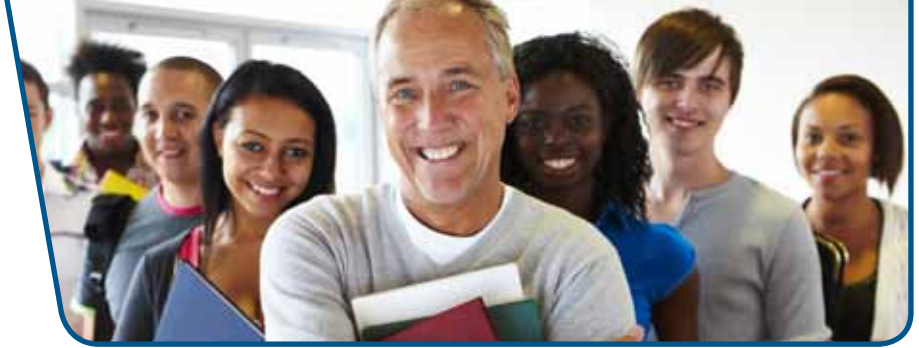
*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.



***You must cover all the ranges listed:**

Learner with a minimum of 1 specific need	Portfolio reference
Physical needs	
Literacy difficulties	
Language differences	
Assessment processes	Portfolio reference
Assessment planning	
Standardisation	
Production of evidence	
Share information with internal personnel	
Completion of qualification	
Regulations and good practice requirements	Portfolio reference
Equality and diversity	
Bilingualism (if applicable)	
Health, safety and welfare	
Reasonable adjustments	
Appeals procedures	
Data protection and confidentiality	
Rules for appearance and behaviour	
Authenticity and validity of evidence	
Currency	
Sufficient evidence	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.



***You must cover all the ranges listed:**

Verification	Portfolio reference
Internal verification	
External verification	
Sampling by verifiers	
Outcome	Portfolio reference
Competent	
Not competent	
Insufficient evidence	
Records	Portfolio reference
Assessor records	
Learner assessment record	
For centre	
For awarding organisation	
Feedback	Portfolio reference
Oral	
Written	

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate knowledge/competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

Knowledge



Outcome 4

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

You can:	Portfolio reference
c. Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	
d. Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to prepare assessments of vocational skills, knowledge and understanding

Select methods to assess: Identify assessment opportunities, plan time and venue, agree assessment plan with learner using a variety of assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognised prior learning, range opportunities, agree process of assessment.

Prepare resources and conditions: To be aligned with regulations and good practice requirements, environment, room, assessment materials and tools, initial assessment of learners, tailoring conditions/resources based on initial assessment, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning.

Communication of purposes, requirements and processes: Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, plan for time and venue, assessment plan to be agreed with learner using variety of assessment methods, use of communication and interpersonal skills including clarity of voice, tone and pace of voice, body language, eye contact, sensitivity, positive

approach, use of visual aids and other media (if required), standardisation, expected outcomes, appropriateness of feedback in terms of level of criteria and standards.



Outcome 2: Be able to carry out assessments of vocational skills, knowledge and understanding

Manage assessments: To be aligned with awarding organisation requirements, preparation of assessment plan, identification of opportunities for assessment, agreement of plan with learner, establish specific learner needs, specific considerations in relation to time, resources, technology and work environment, observation of assessment using variety of methods such as performance, and examining products of work, questioning the learner, discussing with the learner, use of others (witness testimony), looking at learner statements, recognised prior learning, range opportunities, constructive and supportive feedback on assessment decisions related to criteria and standards, learner to be actively involved, achievements and opportunities for improvement to be highlighted with development plans outlined.

Provide support to learners: Support strategies including initial learner assessment that identifies requirements such as literacy support, visual, auditory, physical, language barriers (including bilingualism), support mechanisms identified such as scribe, translator, reader, specialist equipment including use of new technology, different approaches for assessment, resources fit for purpose, timing adjustments, understanding of reasonable adjustments and special considerations allowed for assessment.

Analyse evidence of learner achievement: In accordance with regulatory, awarding organisation and centre requirements provide rationale and

justification for assessment decisions, credibility and compatibility with standards and criteria, ensure that evidence is coherent, realistic, accessible and relevant.

Make assessment decisions: Identify evidence of competence against specified criteria for practical skills and knowledge requirements, identify areas where competence has not been achieved, be able to justify decisions and explain them to peers and learners, record assessment results and determine action to be taken to improve achievement.

Standardisation procedures: In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, recording, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Providing feedback to learners: Coverage including affirmation of achievement or identification of further work required for assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted, with development plans outlined.



Outcome 3: Be able to provide required information following the assessment of vocational skills, knowledge and understanding

Maintaining records: Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legislative requirements for records.

Availability of assessment information: To be shared with appropriate colleagues including internal and external verifiers,

accessibility of information, different approaches including team meetings, electronic and hard formats, assessment and standardisation meetings and sampling.

Maintaining confidentiality: Suitable environment for providing learner feedback, safe recording and storage of information, data protection, legislative requirements for paper-based records, electronic safeguarding and security.

Outcome 4: Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Relevant policies, procedures and legislation: Regulatory bodies including Ofqual, SQA, DfES, CCEA, sector skills councils, awarding organisations, legislation including health and safety, and equality and diversity, procedures including first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, centre requirements including standardisation and moderation of assessors, continuing professional development.

Equality and diversity requirements: Relevant legislation, codes of practice, requirements of awarding organisations, employment regulations and policies, promotion of equality and diversity including bilingualism, where appropriate, flexibility in planning, implementation and quality assurance, provision of additional

resources and support.

Evaluation of own work: Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Maintaining currency: Engaging in continual professional development, review of competence, setting goals and realistic targets, modification to assessment plans and practice, evidence based research and use of technology, personal development planning.