

## Unit 303

## Assess Vocational Skills, Knowledge and Understanding

<b>Title:</b>	Assess Vocational Skills, Knowledge and Understanding
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>General Guidance</b> <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><b>Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit:</b></p> <p><i>301: Understanding the principles and practices of assessment</i></p>	

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### 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>

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<b>Learning outcomes</b> <i>The candidate assessor will:</i>	<b>Assessment criteria</b> <i>The candidate assessor can:</i>	<b>Evidence</b> <i>The candidate assessor must provide the following:</i>	<b>Best Practice Guide</b> <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"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul>	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.

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	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"> <li>• the resources required for the assessment – for example, equipment and materials, instruction sheets, question papers etc.</li> <li>• the environment for the assessment and any controlled conditions, for example, those required for simulations</li> <li>• practical arrangements that may need to be made with other staff</li> </ul> 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.

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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>

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	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.

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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

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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.



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	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.