

UNIT REFERENCE F/601/5319

Learning outcomes The learner will:	Assessment criteria The learner can:	Example evidence It may be possible to cross reference some of the assessment criteria to the knowledge unit, therefore reducing the need for written statements or professional discussions with your assessor
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 	Assessment/action/session plans showing a minimum of three methods (from the list to the left) which will be assessed in an environment which is not the learner's work environment. When preparing these, ensure you are: assessing vocational skills, knowledge and understanding following the assessment strategy identifying what is to be assessed and how communicating with all concerned taking into account any learner needs agreeing appropriate target dates with the learner A written statement or a professional discussion with your assessor to explain how all the assessment methods could be used for your particular subject.
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	Observation report from your assessor. Assessment activities and resources to be used e.g. assignments, tests, questions along with relevant marking schemes A written statement or a professional discussion with your assessor to explain how you prepare resources and conditions for assessment for example: preparing assessment materials e.g. assignments, tests, questions along with marking schemes arranging the room/environment in a particular way

		<p>ensuring all resources are prepared beforehand</p> <p>ensuring all necessary equipment is available</p> <p>obtaining items such as clocks, paper, pens etc</p> <p>using differentiated resources and activities (where allowed)</p>
	1.3 Communicate the purpose, requirements, and processes of assessment of vocational skills, knowledge and understanding to learners	<p>Observation report from your assessor.</p> <p>When communicating, ensure you are:</p> <p>explaining the purpose, requirements, and assessment processes</p> <p>identifying any learner needs</p> <p>ensuring you and your learner interpret the requirements in the same way</p> <p>briefing the learner prior to the assessment taking place</p> <p>arranging an appropriate day and time to assess</p>
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>Observation report from your assessor.</p> <p>Records showing how you manage assessments which take into account:</p> <p>vocational skills, knowledge and understanding</p> <p>learner needs and any particular requirements</p> <p>current achievements towards the qualification or standards to be assessed including the recognition of prior learning (RPL) if applicable</p> <p>types and methods of assessment</p> <p>resources and activities to be used</p> <p>language, cultural or religious requirements</p> <p>plagiarism, copying, collusion</p>
	2.2 Provide support to learners within agreed limitations	<p>A written statement or a professional discussion with your assessor to explain how you have provided support to your learners for example:</p> <p>arranging extra time via the awarding organisation</p> <p>using differentiated resources and activities (where allowed)</p> <p>arranging for learning support such as literacy or numeracy</p>

		arranging for assignment help such as Harvard referencing liaising with others to support your learners
	2.3 Analyse evidence of learner achievement	Records and statistics of learner achievements. A written statement or a professional discussion with your assessor to explain how you analyse learner achievement, for example: marking schemes and evidence of marking/assessment achievement rates and statistics trends and issues, along with actions required
	2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	Observation report from your assessor. Feedback report from your IQA if your decisions have been sampled, and proof that your decisions have been countersigned by another relevant assessor When making decisions, ensure you are using: the qualification standards and/or specified criteria the assessment strategy all the evidence provided by the learner, including RPL accurate, consistent, and fair judgments VACSR: validity, authenticity, currency, sufficiency, reliability
	2.5 Follow standardisation procedures	Records of standardisation meetings, activities, and decisions for example from: attending meetings with other assessors to ensure a consistent interpretation of the standards to be assessed sharing and comparing good practice regarding training, assessment decisions and record keeping peer observations and feedback comparing decisions by second marking or double/blind assessment developing standardised materials and resources standardising assessment documentation and the way documents and records are completed

	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment, and progression	<p>Observation report from your assessor.</p> <p>Feedback records for learners. These should show that feedback:</p> <ul style="list-style-type: none"> is honest, unambiguous, factual, specific, constructive, and detailed identifies the strengths and limitations of learner achievement directly states what is good practice and/or what needs to be changed is positive and developmental focussing on how the learner can improve confirms achievements identifies further training, assessment, and progression
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	<p>Assessment records for example:</p> <ul style="list-style-type: none"> assessment/action plans, reviews, decisions, test results, feedback, and tracking schemes of work, session plans, records of work statistics such as enrolment, retention, achievement, success, and progression
	3.2 Make assessment information available to authorised colleagues as required	<p>A written statement or a professional discussion with your assessor to explain how you make assessment information available to others (e.g. other assessors/exam officers/IQAs/EQAs/witnesses) such as:</p> <ul style="list-style-type: none"> the assessment criteria or standards to be assessed types and methods of assessment documents and records to be used minutes of meetings and standardisation activities assessment records such as plans, reviews, decisions, feedback, and tracking learner details for registration and certification purposes
	3.3 Follow procedures to maintain the confidentiality of assessment information	<p>A written statement or a professional discussion with your assessor to explain how you follow procedures to maintain the confidentiality of assessment information such as:</p> <ul style="list-style-type: none"> the safe and secure storage of records (manual and electronic) your own record keeping in accordance with awarding organisation and management requirements

		the legal requirements for data protection confidentiality requirements
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	A written statement or a professional discussion with your assessor to explain how you follow relevant policies, procedures, and legislation such as: Health and Safety at Work etc Act (1974) Equality Act (2010) Safeguarding Vulnerable Groups Act (2006) Freedom of Information Act (2000) Organisational policies and procedures such as confidentiality, health, safety and welfare, data protection
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism	Observation report from your assessor. A written statement or a professional discussion with your assessor to explain aspects such as: your own organisation's requirements monitoring applications and results, such as by gender, marital status, colour, race, disability, age, ethnic or national origin, religion, sexual orientation, language, or political opinion following organisational procedures to support language requirements (e.g. Welsh, Irish and bilingualism) Awarding organisation (AO) regulations for your subjects and qualifications Sector Skills Council (SSC) assessment strategies and staffing requirements Ofqual/Ofsted and other regulatory authorities' requirements
	4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	A written statement or a professional discussion with your assessor to explain how you evaluate your own work regarding the assessment process, for example by: obtaining feedback from learners, colleagues, peers, and others continuously reflecting on your practice and ensuring it meets all legal and organisational requirements

		learning from your own practice and interactions with others
	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	Continuing Professional Development (CPD) records showing how you have: updated your assessment expertise, occupational and subject expertise attended relevant events, training and standardisation activities and reflected on these joined relevant professional associations