



Qualification
Guidance

Level 3 Award in Understanding the Principles and Practices of Assessment

Qualification
Accreditation Number:
501/0167/5
Version AIQ004877

Active iQ

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Active IQ Level 3 Award in Understanding the Principles and Practices of Assessment

Qualification Accreditation No: 501/0167/5

Course Code: Q3ASS1

INTRODUCTION

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.

Guided learning hours: 24

Total Qualification Time: 30

Credit: 3

Minimum credit to be achieved at the level of the qualification:	3
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

ENTRY REQUIREMENTS

- This qualification is open to all (learners must be 19 years old or over) and have occupational and technical competence in the areas that they wish to assess

TARGET LEARNERS:

- This qualification is aimed at learners who wish to widen their career pathway and skill set within their chosen sector

AIM/OBJECTIVES:

- The objective of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

PROGRESSION:

This qualification provides progression to the following additional assessing qualifications:

- Active IQ Level 3 Award in Assessing Competence in the Work Environment
- Active IQ Level 3 Award in Assessing Vocationally Related Achievement
- Active IQ Level 3 Certificate in Assessing Vocational Achievement

Alternatively, it provides progression to Level 4 qualifications in internal quality assurance for learners who wish to further their knowledge and skills and become internal or lead internal verifiers.

LINKS TO NATIONAL OCCUPATIONAL STANDARDS

Learning and Development NOS Standard 9: Assess learner achievement.

REQUIREMENTS FOR ASSESSORS

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

Occupational Competence Statements for Tutoring, Assessing and Verifying

This section outlines the requirements for tutoring, assessing and verifying Active IQ qualifications.

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Certificate in Education

Assessor

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 (previously D32, D33)

Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

QUALIFICATION STRUCTURE AND UNIT CONTENT

This qualification comprises of 1 mandatory unit:

Unit 1- Understanding the Principles and Practices of Assessment

Successful achievement of the whole unit must be achieved for the full qualification.

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Understand the principles and requirements of assessment	1.1 explain the functions of assessment in learning and development 1.2 define the key concepts and principles of assessment 1.3 explain the responsibilities of the assessor 1.4 identify the regulations and requirements relevant to assessment in own area of practice
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
3. Understand how to plan assessment	3.1 summarise key factors to consider when planning assessment 3.2 evaluate the benefits of using a holistic approach to assessment 3.3 explain how to plan a holistic approach to assessment 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1 explain the importance of involving the learner and others in the assessment process 4.2 summarise types of information that should be made available to learners and others involved in the assessment process 4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
6. Understand quality assurance of the assessment process	6.1 evaluate the importance of quality assurance in the assessment process 6.2 summarise quality assurance and standardisation procedures in own area of practice 6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice

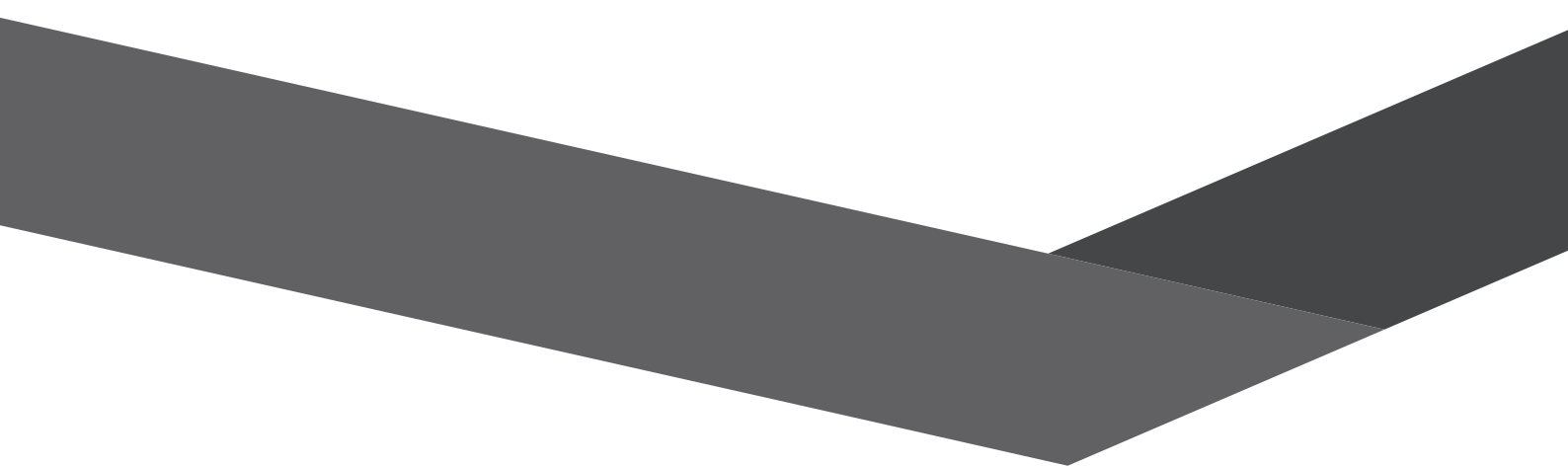
7. Understand how to manage information relating to assessment	<p>7.1 explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 explain how feedback and questioning contribute to the assessment process</p>
8. Understand the legal and good practice 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>
Assessment	Worksheet or Professional Discussion

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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