



Qualification
Guidance

Level 3 Award in Assessing Competence in the Work Environment

Qualification
Accreditation Number:
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Version AIQ004873

Active iQ

Active IQ Level 3 Award in Assessing Competence in the Work Environment

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

The Active IQ Award in Assessing Competence in the Work Environment is at level 3 on the Regulated Qualifications Framework.

Guided learning hours: 54

Total Qualification Time: 90

Credit: 9

Minimum credit to be achieved at the level of the qualification:	9
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

- 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
- This qualification is aimed at learners who wish to widen their career pathway and skill set within their chosen sector through assessing.
- The objective of this qualification is to give assessors the knowledge and skills to assess occupational competence in an individual's work environment.

This qualification provides progression to the following additional assessing qualifications:

- 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.

Learning and Development NOS Standard 9: Assess learner achievement.

This qualification comprises of 2 mandatory units:

Unit 1- Understanding the Principles and Practices of Assessment

Unit 2 - Assess Occupational Competence in the Work Environment

Successful achievement of both units must be achieved for the full qualification.

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 Internal 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 (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance).

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 3 Award in Education and Training.
- 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 4 Certificate in Education and Training.
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessor

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

- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal Verifier

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

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 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.

Learning outcomes	Assessment Criteria
The learner will be able to:	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

Learning outcomes The learner will be able to:	Assessment Criteria The learner can:
1. Plan the assessment of occupational competence	1.1 plan assessment of occupational competence based on the following methods: <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 • communicate the purpose, requirements and processes of assessing occupational competence to the learner • plan the assessment of occupational competence to address learner needs and current achievements • identify opportunities for holistic assessment
2. Make assessment decisions about occupational competence	2.1 use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning • make assessment decisions of occupational competence against specified criteria • follow standardisation procedures • provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
3. 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. 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
Assessment	Portfolio of evidence

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