



Unit Specification for Regulated Qualifications

Unit title	Assess Vocational Skills, Knowledge and Understanding
Unit level	3
Credit	6
Guided learning hours	30
SQA unit code	FD48 70
Regulator unit code	F/601/5319
Publication date	October 2017
Unit owner and reference	LLUK
Version	01

History of changes to unit

Version	Description of change	Date

© Scottish Qualifications Authority 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

Unit purpose

This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or other training environment). It includes the following assessment methods (although not all of these require performance evidence):

- ◆ assessments of the learner in simulated environments
- ◆ skills tests
- ◆ oral and written questions
- ◆ assignments
- ◆ projects
- ◆ case studies
- ◆ recognising prior learning

What this unit is about

The types of activities assessor-candidates will be involved in include:

- 1 Planning the assessment of occupational competence.
- 2 Making assessment decisions about occupational competence.
- 3 Providing required information following the assessment of occupational competence.
- 4 Maintaining legal and good practice requirements when assessing occupational competence.

Each assessor-candidate's performance will be assessed by an assessor observation, questioning/discussions and inspection of his or her products of work. Examples of work products would include:

- ◆ assessment plans that have been agreed with candidates
- ◆ assessment records (candidate evidence and assessment decisions)
- ◆ feedback records used to convey progress/achievement to candidates
- ◆ records of contact and candidate support
- ◆ self-evaluation/development/CPD records

Statement of standards

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
<p>1 Be able to prepare assessments of vocational skills, knowledge and understanding.</p>	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <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 <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding.</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.</p>	<p>Evidence of selecting and preparing resources and conditions for the assessment of vocational skills, knowledge and understanding for at least two assessments of two candidates (four assessments in total) to meet candidates' needs. There must be performance evidence of selecting at least three of the following assessment methods:</p> <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 <p style="text-align: right;">Criteria link: 1.1, 1.2</p> <p>Other forms of evidence such as explanation will be acceptable for the remaining assessment methods of assessment.</p>

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
		<p>When using other forms of evidence to cover the planning of methods not already used, the assessor-candidate could include the benefits and drawbacks of using each of these methods. If this evidence also covers the use of such methods, the evidence generated may also cover the requirements in Outcome 2.</p> <p style="text-align: right;">Criteria link: 1.1, 1.2</p> <p>Evidence of communicating the purpose, requirements and processes of assessment for two candidates (four assessments in total) supported with documentation confirming the candidates' agreement to be assessed and that they have received all of the relevant information.</p> <p style="text-align: right;">Criteria link: 1.3</p>
<p>2 Be able to carry out assessments of vocational skills, knowledge and understanding.</p>	<p>2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements.</p> <p>2.2 Provide support to learners within agreed limitations.</p>	<p>The assessor-candidate could provide an explanation with supporting documentation showing how they manage the assessment process, provide support to learners and analyse achievement.</p> <p style="text-align: right;">Criteria link: 2.1, 2.2, 2.3</p>

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
	<p>2.3 Analyse evidence of learner achievement.</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria.</p> <p>2.5 Follow standardisation procedures.</p> <p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.</p>	<p>Assessment records showing the assessment decisions made against specified criteria for two candidates (four assessments in total). There must be evidence that the candidate assessor has used as a minimum:</p> <ul style="list-style-type: none"> ◆ Observation of performance ◆ Examining products of work ◆ Questioning the learner <p style="text-align: right;">Criteria link: 2.4</p> <p>Other forms of evidence such as performance evidence and/or *explanations are acceptable for the remaining assessment methods:</p> <p>* The explanations covering methods not used in Outcome 1 may, if appropriate, also be used to cover this requirement.</p> <p style="text-align: right;">Criteria link: 2.4</p> <p>The assessor-candidate’s performance must be assessed by observation, examining his/her products of work and through questioning and/or discussion.</p>

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
		<p>An endorsing statement and /or supporting record(s) from the person responsible for internal quality assurance, confirming the assessor-candidate has met all criteria in this element could also help provide valid evidence.</p> <p style="text-align: right;">Criteria link: All</p> <p>Evidence of providing feedback is required. This should be in relation to two candidates covering four assessments in total.</p> <p style="text-align: right;">Criteria link: 2.6</p> <p>There must be evidence of how the assessor-candidate followed standardisation procedures. This may be evidenced through records of the standardisation decisions made, supported by witness testimony.</p> <p style="text-align: right;">Criteria link: 2.5</p>
<p>3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding.</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress.</p> <p>3.2 Make assessment information available to authorised colleagues.</p>	<p>Endorsed records of progress and assessment could be presented as evidence. Confirmation could also be sought from the person responsible for internal quality assurance confirming the assessor-candidate has maintained records of candidate progress and assessment and maintained confidentiality.</p> <p style="text-align: right;">Criteria link: 3.1, 3.3</p>

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
	3.3 Follow procedures to maintain the confidentiality of assessment information.	Evidence of making assessment information available to colleagues could be provided in the form of a confirming statement(s) from colleague(s) receiving the information and/or internal quality assurance records. Criteria link: 3.2
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. 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism. 4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding.	Following policies and procedures relating to assessment, health and safety and welfare legislation and that relating to equality and diversity should be evident in assessor-candidate assessment practice, whether that be planning, making decisions, giving feedback or maintaining records etc. The sources of evidence therefore may be numerous. The following sources of evidence/records may be considered: <ul style="list-style-type: none"> ◆ Assessor observation reports (Outcome 2) ◆ Internal quality assurance records (especially monitoring records) ◆ Assessment contracts/agreements ◆ Assessment plans/records Criteria link: 4.1, 4.2

Learning outcomes	Assessment criteria	Examples of evidence that may be used to satisfy learning outcomes and assessment criteria
The assessor-candidate will:	The assessor-candidate can:	(Bold type indicates the mandatory minimum evidence required)
	4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.	Sources of evidence relating to evaluating own work and maintaining CPD may be included records such as personal development plans, competence reviews, Continuing Professional Development (CPD) records, monitoring records, appraisal forms. Criteria link: 4.3, 4.4

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Additional information about the unit
Unit purpose and aim(s)
The aim of this unit is to assess the assessor-candidate's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace — for example, workshops, classrooms or other training environments.
Unit start date
01/08/2010
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
Learning and Development NOS Standard 9: Assess Learner Achievement
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
<p>(a) Evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:</p> <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 <p>(b) Simulations are not allowed.</p> <p>(c) Other forms of evidence will be acceptable for the remaining assessment methods.</p> <p>(d) The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.</p> <p>(e) 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 learning outcome or assessment criterion.</p> <p>(f) To achieve this unit assessor-candidates are required to plan and carry out at least two assessments of two learner' skills, knowledge and understanding (four assessments in total).</p>

Endorsement of the unit by a sector or other appropriate body (if required)
Lifelong Learning UK
Location of the unit within the subject/sector classification system
13 Education and Training 13.2 Direct Learning Support
Assessment for this unit
<p>The evidence for the unit included in the grids on preceding pages has been written in conventional and bold type. The bold type indicates the minimum <i>assessment requirements</i>, based on the original assessment requirements written by LLUK.</p> <p>The table on the preceding pages also contain the <i>assessment guidance</i>. This guidance is written in conventional type, has been written as guidance only. Centres/organisations do not have to produce evidence in the format described, however, in order to satisfy minimum assessment requirements and meet the learning outcomes and assessment criteria, evidence in one form or another would be required.</p>