

Assess Vocational Skills, Knowledge and Understanding (FD48 70)

Who this Unit is for

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.

To achieve this Unit assessor-candidates are required to plan and carry out at least two assessments of two candidates' skills, knowledge and understanding (four assessments in total).

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

The assessor-candidate's knowledge will be assessed by taking part in a discussion with their assessor, answering questions to ensure all learning Outcomes are fully covered for the complete Unit.

Supplementary assessment methods may be used where necessary such as professional discussion, reflective accounts or witness testimony.

Title:	Assess Vocational Skills, Knowledge and Understanding	
Level:	3	
Credit value:	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</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"> ◆ assessments of the learner in simulated environments ◆ skills tests ◆ oral and written questions ◆ assignments ◆ projects ◆ case studies ◆ recognising prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding. 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.	
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. 2.2 Provide support to learners within agreed limitations. 2.3 Analyse evidence of learner achievement. 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria. 2.5 Follow standardisation procedures.	

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
	2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, 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. 3.2 Make assessment information available to authorised colleagues as required. 3.3 Follow procedures to maintain the confidentiality of assessment information.
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. 4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.

Evidence Requirements and Assessment Guidance (for the complete Unit)

- (a) The aim of this Unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace — for example, workshops, classrooms or other training environments. 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:
- ◆ assessments of the learner in simulated environments
 - ◆ skills tests
 - ◆ oral and written questions
 - ◆ assignments
 - ◆ projects
 - ◆ case studies
 - ◆ recognising prior learning
- (b) Simulations are not allowed.
- (c) Other forms of evidence will be acceptable for the remaining assessment methods.
- (d) The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.
- (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.
- (f) There must be evidence of the candidate assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

Additional information about the Unit	
Unit aim(s)	<p>The aim of this Unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.</p> <p>Assessment methods include:</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>The Unit does not require the design of assessments.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Unit expiry date	TBA
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)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>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

Additional information about the Unit	
	Other forms of evidence will be acceptable for the remaining assessment methods.
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
Name of the organisation submitting the Unit	Lifelong Learning UK
Availability for use	Shared
Availability for delivery	TBA
Guided Learning Hours	30