



Handbook

AVC03 – VTCT (Skillsfirst) Level 3 Certificate in
Assessing Vocational Achievement (RQF)

501/1746/4

Version 6

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

| | |
|---------------------------------------|--|
| Qualification title | VTCT (Skillsfirst) Level 3 Certificate in Assessing Vocational Achievement (RQF) |
| Qualification number | 501/1746/4 |
| Product code | AVC03 |
| Age range | There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment. |
| Credits | 15 |
| Total Qualification Time (TQT) | 150 |
| Guided Learning (GL) hours | 84 |
| Assessment | To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable) |
| Entry requirements | There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. |
| Legal considerations | There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. |
| Support materials | Support materials can be found on the website (if applicable) |

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 3 Certificate in Assessing Vocational Achievement (RQF) is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace, for example a workshop, classroom or other training environment.

2.2 Progression opportunities

On completion of individual qualification(s), learners may develop within the assessor role or progress either into the internal quality assurance of assessment processes and practice or onto direct delivery learning programmes.

Learners could progress onto the:

- VTCT (Skillsfirst) Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (RQF)

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Certificate in Assessing Vocational Achievement (RQF) learners must achieve all mandatory units. All **15** credits must be achieved.

The minimum TQT required to achieve this qualification is **150**.

| Product code | Unit title | Level | Credit | Unit reference number |
|----------------------------------|--|-------|--------|-----------------------|
| Mandatory units (Group M) | | | | |
| AV01 | Understanding the principles and practices of assessment | 3 | 3 | D/601/5313 |
| AV02 | Assess occupational competence in the work environment | 3 | 6 | H/601/5314 |
| AV03 | Assess vocational skills, knowledge and understanding | 3 | 6 | F/601/5319 |

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who assess and quality assure assessments

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 learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following assessor 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 learner performance using a range of methods, or
 - D32 Assess learner performance and D33 Assess learner using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct internal quality assurance of the assessment process, or
 - D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance

4.3 Continuous professional development (CPD)

The sector requires all assessors and those carrying out quality assurance to maintain current assessment and quality assurance competence as necessary to deliver these functions. The LLUK recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Lifelong Learning assessment centres.

4.4 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

5.2 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

5.3 Assessing performance

Assessment of individual units of the Level 3 and 4 assessor and quality assurance qualifications are detailed within the evidence requirements and assessment guidance for each unit.

5.4 Simulation

Simulation may be used for Level 3 and 4 assessor and quality assurance qualifications AUA03 and QUA04. For further details, please see the evidence requirements and assessment guidance for each unit.

6 Units

Unit Handbook

AV01 – Understanding the principles and practices of assessment

Unit reference number: D/601/5313

Level: 3

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role

Learning outcomes

There are eight outcomes to this unit. The learner will:

LO1 Understand the principles and requirements of assessment

LO2 Understand different types of assessment method

LO3 Understand how to plan assessment

LO4 Understand how to involve learners and others in assessment

LO5 Understand how to make assessment decisions

LO6 Understand quality assurance of the assessment process

LO7 Understand how to manage information relating to assessment

LO8 Understand the legal and good practice requirements in relation to assessment

Version 1.0

Unit content

Evidence requirements and assessment guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for Learning and Development Standard 9: Assess learner achievement.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK (LLUK), the sector skills council for learning and development.

Functional skills

This unit could contribute towards the Functional Skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 1

Learning outcomes

| Learning Outcome | Assessment Criteria |
|--|--|
| LO1 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 |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO2 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 |

| Learning Outcome | Assessment Criteria |
|---------------------------------------|---|
| LO3 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 |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO4 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 |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO5 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 |

| Learning Outcome | Assessment Criteria |
|--|--|
| LO6 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 |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO7 Understand how to manage information relating to assessment | 7.1 Explain the importance of following procedures for the management of information relating to assessment |
| | 7.2 Explain how feedback and questioning contribute to the assessment process |

| Learning Outcome | Assessment Criteria |
|---|---|
| LO8 Understand the legal and good practice requirements in relation to assessment | 8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare |
| | 8.2 Explain the contribution that technology can make to the assessment process |
| | 8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment |
| | 8.4 Explain the value of reflective practice and continuing professional development in the assessment process |

AV01 Document History

| Version | Issue Date | Changes | Role |
|---------|------------|------------|-----------------------------|
| V1.0 | 31/01/2023 | Re-branded | Qualification Administrator |

Unit Handbook

AV02 – Assess occupational competence in the work environment

Unit reference number: H/601/5314

Level: 3

Credit value: 6

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

- 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

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to plan the assessment of occupational competence

LO2 Be able to make assessment decisions about occupational competence

LO3 Be able to provide required information following the assessment of occupational competence

LO4 Be able to maintain legal and good practice requirements when assessing occupational competence

Version 1.0

Unit content

Evidence requirements and assessment guidance

The aim of this unit is to assess the learner assessor's performance in assessing occupational competence in an individual's 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 the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods:

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

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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.

There must be evidence of the learner assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another learner assessor who in turn is assessing someone else.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for Learning and Development Standard 9: Assess learner achievement.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK (LLUK), the sector skills council for learning and development.

Learning outcomes

| Learning Outcome | Assessment Criteria |
|---|---|
| LO1 Be able to 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 |
| | 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner |
| | 1.3 Plan the assessment of occupational competence to address learner needs and current achievements |
| | 1.4 Identify opportunities for holistic assessment |

| Learning Outcome | Assessment Criteria |
|--|---|
| LO2 Be able to 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 |
| | 2.2 Make assessment decisions of occupational competence against specified criteria |
| | 2.3 Follow standardisation procedures |
| | 2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression |

| Learning Outcome | Assessment Criteria |
|---|--|
| LO3 Be able to 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 |

| Learning Outcome | Assessment Criteria |
|---|--|
| LO4 Be able to 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 |

AV02 Document History

| Version | Issue Date | Changes | Role |
|---------|------------|------------|-----------------------------|
| V1.0 | 31/01/2023 | Re-branded | Qualification Administrator |

Unit Handbook

AV03 – Assess vocational skills, knowledge and understanding

Unit reference number: F/601/5319

Level: 3

Credit value: 6

Guided Learning (GL) hours: 30

Unit aim

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. Assessment methods include:

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

The unit does not require the design of assessments.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to prepare assessments of vocational skills, knowledge and understanding

LO2 Be able to carry out assessments of vocational skills, knowledge and understanding

LO3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding

LO4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Version 1.0

Unit content

Evidence requirements and assessment guidance

The aim of this unit is to assess the learner 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

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods.

The learner assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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.

There must be evidence of the learner assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the National Occupational Standards for Learning and Development Standard 9: Assess learner achievement.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK (LLUK), the sector skills council for learning and development.

Functional skills

This unit could contribute towards the Functional Skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 1

Learning outcomes

| Learning Outcome | Assessment Criteria |
|--|--|
| LO1 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 |

| Learning Outcome | Assessment Criteria |
|--|---|
| LO2 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 |
| | 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression |

| Learning Outcome | Assessment Criteria |
|--|---|
| LO3 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 |

| Learning Outcome | Assessment Criteria |
|--|---|
| LO4 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 |

AV03 Document History

| Version | Issue Date | Changes | Role |
|---------|------------|------------|-----------------------------|
| V1.0 | 31/01/2023 | Re-branded | Qualification Administrator |

AVC03 Document History

| Version | Issue Date | Changes | Role |
|---------|------------|---|--------------------|
| v6 | 10/02/2023 | Formatting and re-branding. No content amendment. | Data Administrator |
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