Unit Title:	Assess vocational skills, knowledge and understanding
OCR unit number	20*
Level:	3
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	F/601/5319

*This unit has a different OCR number if taken within the L&D suite.

Unit purpose and 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	Assessment Criteria	Exemplification
The Learner will: 1 Be able to prepare assessments of vocational skills, knowledge and understanding	**The Learner can:** 1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written	• The candidate may explain: - What the assessment methods are and when they are most appropriate to use • The candidate may explain: - what resources they are using - what an appropriate environment is for assessment of vocational skills, knowledge and understanding, with

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Learning Outcomes	Assessment Criteria	Exemplification
	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	some consideration of suitability to the task to be undertaken. • The candidate may consider: - what communication methods there are - which methods suit the learner best - which assessment methods suit the situation and learner best - how to identify learner needs and requirements.
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 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	• The candidate may explain: - who the learners are - what the specifications are that the learner is intending to demonstrate competence in - what are appropriate assessment methods - what the learners individual needs are • The candidate may consider: - what the learner needs are - what support is available. • The candidate may explain: - methods of recording learner achievement - internal and external requirements for recording learner achievements • The candidate may consider - what methods of assessment to use - how to record decisions made - what is the appropriate documentation to record decisions on • The candidate may explain:

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Learning Outcomes	Assessment Criteria	Exemplification
		- what standardisation procedures have been agreed • The candidate may consider: - what types of feedback there are - the effects of good and bad feedback - where it is most appropriate to give feedback - when it is most appropriate to give feedback - how to involve the learner in the feedback process - how to record the feedback process
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	• The candidate may explain: - what records does the company use - how is the documentation supposed to be used - how has the company standardisation meetings covered their usage? • The candidate may explain: - what company procedures are in place for quality assurance? • The candidate may explain: - What company policies and procedures, legislation and regulatory requirements are in place around the maintenance of confidentiality
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	• The candidate may explain the relevance of: - the NVQ Code of Practice 2006 - regulatory arrangements for the QCF 2008 - Awarding Institutions regulations and

Learning Outcomes	Assessment Criteria	Exemplification
	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	guidance - In relationship to assessment of vocational skills, knowledge and understanding • The candidate may consider their understanding of: - current legislation on equality and diversity, including bilingualism - when these requirements have been adhered to, if appropriate • The candidate may consider: - when they seek feedback from internal and external sources, i.e. peers and internal and external quality assurance personnel - how feedback feeds into self assessment, CPD analysis and annual appraisals • The candidate may include: - records of CPD - identified activities for forward planning of CPD. - identified CPD requirements in current role and potential progression if applicable.

Assessment

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

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- projects
- case studies
- recognising prior learning.

Simulations are not allowed.

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

The candidate 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.

Evidence requirements

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).

National Occupational Standards (NOS) mapping/signposting

Learning and Development Standard 9 Assess learner achievement

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .