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IBSL Level 3 Award in Assessing Vocationally Related Achievement

1. Introduction

This Qualification Specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact IBSL Administration.

2. Qualification Details & Overview

The IBSL Level 3 qualification for assessors has been accredited by the regulators of England and Wales (Ofqual and the Welsh Government) and is part of the Qualifications and Credit Framework (QCF).

The Sector is 13.1 (Teaching & Lecturing) and the purpose is D (*Confirm occupational competence and/or 'licence to practice'*); sub-purpose D1 (*Confirm competence in an occupational role to the standards required*).

This qualification is approved for delivery to the age range 19+ and is suitable for learners in England, Wales or Northern Ireland

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

3. Entry Requirements

There are no prerequisites for these qualifications but it is advised that learners should already hold a minimum of Level 3 BSL Studies qualification.

4. Special Needs

IBSL have measures in place for learners with special needs. Please see the Access Arrangements Policy detailed in our Key Documents section on our website.

5. Key Qualification Facts

IBSL Level 3 Award in Assessing Vocationally Related Achievement (QCF)

- QAN: 601/4909/7
- Total Qualification Time (TQT): 54
- Credit Value: 9
- Assessment Methods :
 - *Coursework,
 - *E-assessment,
 - *Multiple Choice Examination,
 - *Oral Examination,
 - *Portfolio of Evidence,
 - *Practical Examination,
 - *Task-based Controlled Assessment,
 - *Written Examination

6. Qualification Structure

The qualification is made up of two units, both of which are mandatory:

- Unit 01: Understanding the principles and practices of assessment
- Unit 02: Assess vocational skills, knowledge and understanding

7. Assessment Guidance

This qualification is assessed by a portfolio of evidence, which will need to be internally quality assured by the Centre.

IBSL will provide Centres with a Learner Assessment Record (LAR) which is a pack designed for the learner to use containing all tracking documents required to complete their portfolio. Instructions on how to use this pack will be contained within it and it is highly recommended that this paperwork be used. It is available to download from the IBSL website.

8. Assessor Requirements

According to the Assessment Guidance for Awarding Organisations document, assessors of this qualification are required to:

- 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:
 - i. the Level 3 Award in Assessing Competence in the Work Environment or
 - ii. the Level 3 Certificate in Assessing Vocational Achievement, or
 - iii. A1 Assess candidate performance using a range of methods, or
 - iv. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- show current evidence of continuing professional development in assessment and quality assurance.

9. Internal Quality Assurance

This qualification is assessed and internally quality assured. The nominated Quality Assurance person must:

- 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:
 - a. the Level 3 Award in Assessing Competence in the Work Environment or
 - b. the Level 3 Certificate in Assessing Vocational Achievement, or
 - c. A1 Assess candidate performance using a range of methods, or
 - d. D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - a. the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - b. the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - c. V1 Conduct internal quality assurance of the assessment process, or
 - d. D34 Internally verify the assessment process.
- show current evidence of continuing professional development in assessment and quality assurance.

10. Mapping to National Occupational Standards

This qualification relates to the Learning and Development national Occupational Standards (NOS), 'Standard 9 Assess Learner achievement'.

11. ID Requirements

It is the responsibility of the Centre to have systems in place to ensure that the person taking assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided".

IBSL will accept the following as proof of a learner's identity:

- Valid Passport (any nationality)
- Signed UK Photo card Driving Licence
- Valid Warrant Card issued by HM Forces, Police
- Other photographic ID card, e.g. Employee ID Card (must be current employer), Student ID
- Card, Travel card, Disabled Parking Badge.

12. Progression

IBSL does not currently provide any higher level qualifications such as the L4 Award and Certificate in Internal Quality Assurance qualification (the Internal Verifier/Quality Assurance person) or the L4 Award and Certificate in External Quality Assurance qualification (the External Verifier/Quality Assurance person) therefore Learners wishing to progress to these levels need to go to another awarding organisation.

13. The Qualification: Rules of Combination

Level 3 Award in Assessing Vocationally Related Achievement (QCF)

Learners are required to successfully complete two mandatory units as follows:

Unit Title:	Unit Number:	Total Credits:
Understanding the principles and practices of assessment	D/601/5313	3
Assess vocational skills, knowledge and understanding	F/601/5319	6

14. Unit 1 Descriptor: Understanding the principles and practices of assessment

Unit number:	D/601/5313
Credit:	3
TQT:	24
Level:	3

Unit Introduction

The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.

All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.

Assessment Guidance

Assessment criteria in this unit can be achieved through 3 separate professional discussions. The following are given as *suggested* methods of gathering evidence:

Assessment criteria 1.1-4.1 could be achieved by producing an Individual Learning Plan to include the following:

- Vocational Qualification
- Competence Qualification
- Recognition of Prior Learning
- Different learning styles
- Taking into account previous experience

Learners could compare assessment methodologies against the needs of the learner. They could also evaluate different assessment approaches.

Assessment Criteria 4.2-5.2 could be achieved by discussing the different types of information available that could be used in the assessment process. This could include:

- Observations
- Witness Testimonies
- Product Evidence

Assessment Criteria 6.1-8.4 could be achieved by discussing the following:

- Benefits of standardisation
- Quality Assurance
- Internal Procedures and Processes
- Importance of record keeping
- Legislation (CPD, codes of practice)
- Explaining legislation implications relating to confidentiality, health and safety and welfare that apply to the assessment process.

Learning Outcomes	Assessment Criteria
<i>The Learner will:</i>	<i>The Learner can:</i>
1. Understand the principles and requirements of assessment	1.1 Explain the function 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 the 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 the 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 of own area of responsibility 3.5 Explain how to minimize risks throughout the planning process

<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 Explain the importance of involving the learner and others in the planning process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise procedures to follow when there are disputes concerning assessment in own area of practice</p>
<p>7. Understand how to manage information relating to assessment</p>	<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>

<p>8. Explain the legal and good practice requirements in relation to assessment</p>	<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 the 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>
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15. Unit 2 Descriptor: Assess vocational skills, knowledge and understanding

Unit number:	F/601/5319
Credit:	6
TQT:	30
Level:	3

Unit Introduction

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 (commonly referred to as the trainee assessor).

Assessment Guidance

Evidence for all learning outcomes must come from performance outside 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:

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

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

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

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<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 <p>1.2 recognising prior learning</p> <p>1.3 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding</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>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 achievement and identified any further implications for learning, assessment and progression</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 authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

<p>4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding.</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 Take part in continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
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