



**Level 3 Award in**

## **Assessing Competence in the Work Environment**

### **Qualification Specification**

Qualification Recognition Number: 603/3424/1

ABBE Qualification Code: AwardACWEL318

**May 2019**

## **Why this document is being revised**

This document has been revised by ABBE in May 2019. A summary of the changes made to this document is, as follows:

- New address added to 1.4

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# 1. ABBE

## 1.1 Introduction

ABBE, the Awarding Body for Building Education is a forward thinking organisation that offers a range of apprenticeships, qualifications, benefits and support.

ABBE is regulated by Ofqual for the delivery of a range of qualifications. Our qualifications are nationally recognised helping learners to achieve their full potential and ambitions. The full range of qualifications can be found on ABBE's website.

## 1.2 Mission Statement

**Our Values - Quality through Standards:** Our aim is to provide a high quality experience by building a strong community of mutual support and trust. We can use our collective talents to build meaningful partnerships to help us all to achieve our goals. ABBE is a recognised Awarding Organisation with strong professional integrity.

**Our Vision:** Is that every learner is confident, successful and has the opportunity to achieve their full potential.

**Our Mission:** ABBE Educates, inspires and empowers learners

## 1.3 Qualification Specification

The aim of this specification is to provide learners and centres with information about the content of this qualification.

This specification is a live document and as such, it will be updated when required.

## 1.4 Enquiries

Any enquiries relating to this qualification should be addressed to:

ABBE  
Birmingham City University  
University House  
15 Bartholomew Row  
Birmingham  
B5 5JU

Telephone: 0121 331 5174  
Email: [abbeenquiries@bcu.ac.uk](mailto:abbeenquiries@bcu.ac.uk)  
Website: [www.abbeqa.co.uk](http://www.abbeqa.co.uk)



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## 2. Qualification Information

### 2.1 Qualification Purpose

This qualification provides the learner with the knowledge and understanding of the principles and practice of assessment, as well as how to assess occupational competence in the work environment.

### 2.2 Who could take this Qualification?

There is no specific entry requirement; however, learners will need to have Minimum Core Skills in literacy, numeracy and IT in order to successfully undertake this qualification. Learners will need to achieve the minimum core requirement of personal skills in these areas.

There are no formal requirements for entry to these qualifications.

### 2.3 Qualification Number

ABBE Level 3 Award in Assessing Competence in the Work Environment: 603/3424/1

### 2.4 Qualification Level

This qualification has been listed on the Regulated Qualifications Framework (RQF) at: Level 3

### 2.5 Total Qualification Time

This qualification is allocated Total Qualification Time (TQT) this includes Guided Learning (GL) expressed in hours, which indicates the number of hours of supervised or directed study time and assessment. Credit has also be allocated to this qualification.

- The Total Qualification Time (TQT) for this qualification is: 90 TQT
- Guided Learning (GL) for this qualification is: 54 GLH
- Credit Value: 9 credits

### 2.6 Progression

Learners who have completed the ABBE Level 3 Award in Assessing Competence in the Work Environment may develop within the Assessor role or progress onto the ABBE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or ABBE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

### 2.7 Age ranges

Pre 16	No
16-18	No
18+	Yes
19+	Yes



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## 2.8 Structure of the Qualification

To achieve this qualification learners must successfully complete the three mandatory units.

Mandatory Unit			
URN	Unit Name	Credit Value	Level
H/616/3527	Understanding the principles and practices of assessment	3	3
L/616/3537	Assess occupational competence in the work environment	6	3

## 2.9 Barred Units

Units with the same title at different levels or units with the same content cannot be combined in the same qualification.

## 2.10 Language

ABBE qualifications and assessment materials will be provided through the medium of English.

## 2.11 Grading

This qualification is: Pass/Fail

## 2.12 Pre-course Procedures

This qualification is available to anyone who is capable of reaching the required standards. This qualification has been developed free from any barriers that unfairly restrict access or progression thereby promoting equal opportunities. There are no pre-entry requirements for this qualification.

## 2.13 Qualification Review Boards

Qualification Review Boards (QRBs) are set up for each qualification. The Boards are drawn from employers, centres, Higher Educational Institutes (HEIs) and others with a vested interest in the sector in which the qualification is used. The purpose of the QRB is to ensure that the content of the qualification and the proposed assessment methodology are fit for purpose and are appropriate to meet the requirements of the sector.

QRBs are ongoing and will be scheduled for specific points within the qualification lifetime; at the notional mid-point and again towards the review date of the qualification. During this process, the QRB will consider any feedback received on the performance of the qualification and will consider if the content, structure, purpose and assessment methodology remain appropriate to the needs of the sector. This will help to improve both our qualification and the specification.



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## 3. Qualification Unit(s)

### Unit 1: Understanding the principles and practices of assessment

**Unit Reference Number:** H/616/3527

**Level:** 3

**Credit:** 3

#### Unit summary

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

#### Assessment Guidance

This unit can be assessed using the following method(s):

- Portfolio of evidence

#### Relationship to National Occupational Standards:

Learning and Development NOS Standard 9: Assess learner achievement.

Simulation is **NOT** allowed for this unit

<b>Learning Outcome The learner will:</b>	<b>Assessment Criterion The learner can:</b>
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 referent to the needs of the learner
3. 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
4. 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



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	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
5. Understand how to make assessment decisions	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• Sufficient</li> <li>• Authentic</li> <li>• Current</li> </ul>
	5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• Made against specified criteria</li> <li>• Valid</li> <li>• Reliable</li> <li>• Fair</li> </ul>
6. 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
7. 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
8. 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





## Unit 2: Assess occupational competence in the work environment

Unit Reference Number: L/616/3537

Level: 3

Credit: 6

### Unit summary

The aim of this unit is to assess the trainee assessor's performance in assessing occupational competence in an individual's work environment.

### Assessment Guidance

This unit can be assessed using the following method(s):

- Portfolio of evidence
- There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (4 assessments in total).

### Relationship to National Occupational Standards:

Learning and Development NOS Standard 9: Assess learner achievement.

Simulation is **NOT** allowed for this unit

<b>Learning Outcome The learner will:</b>	<b>Assessment Criterion The learner can:</b>
1. 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"><li>• Observation of performance in the work environment</li><li>• Examining products of work</li><li>• Questioning the learner</li><li>• Discussing with the learner</li><li>• Use of others (witness testimony)</li><li>• Looking at learner statements</li><li>• Recognising prior learning</li></ul>
	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
2. 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"><li>• Observation of performance</li><li>• Examining products of work</li><li>• Questioning the learner</li><li>• Discussing with the learner</li><li>• Use of others (witness testimony)</li><li>• Looking at learner statements</li><li>• Recognising prior learning</li></ul>
	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



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3. 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
4. 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





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