



Level 3 Award in

Assessing Vocationally Related Achievement

Qualification Specification

Qualification Recognition Number: 603/3425/3

ABBE Qualification Code: AwardAVRAL318

May 19

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
Website: 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 vocational skills, knowledge and understanding.

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 Vocationally Related Achievement: 603/3425/3

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 in Assessing Vocationally Related Achievement 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
H/616/3530	Assess vocational skills, knowledge and understanding	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

Learning Outcome The learner will:	Assessment Criterion The learner can:
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"> • 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
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 3: Assess vocational skills, knowledge and understanding

Unit Reference Number: H/616/3530

Level: 3

Credit: 6

Unit summary

The aim of this unit is to assess a trainee assessor's performance in assessing vocational skills, knowledge and understanding in a workshop, classroom or other training environment rather than assessing competence in a 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

Learning Outcome The learner will:	Assessment Criterion The learner can:
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
	2.6 Provide feedback to the learner 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 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





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