OTHM LEVEL 3 AWARD IN ASSESSING VOCATIONALLY RELATED ACHIEVEMENT

Qualification Number: 603/5198/6

Specification | March 2020

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QUALIFICATION OBJECTIVES

This qualification is closely aligned with the specification for Assessment and Quality Assurance of Assessment originally developed by Lifelong Learning UK (LLUK) after consultations with awarding organisations, Sector Skills Councils and learning and development experts. It is also aligned closely with the National Occupational Standards developed by LLUK and enables learners to gain the knowledge, skills and understanding to assess vocational skills, knowledge and understanding in a variety of contexts, for example a workshop, classroom or other training environment.

The programme enables learners to demonstrate their skills by producing evidence from their work activities.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of Regulated Qualifications.

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

The Qualification Number (QN) should be used by centres when they wish to register their learners. Each unit within a qualification will also have a unique reference number (Unit code). The qualification and unit reference numbers will appear on learners' final certification documentation. The QN for the qualifications in this publication are:

Qualification Title	OTHM Level 3 Award in Assessing Vocationally Related Achievement
Qualification Number (QN)	603/5198/6
Regulation Start Date	08-Oct-2019
Operational Start Date	08-Oct-2019
Duration	1 Year
Total Credit Value	10 Credits
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Sector Subject Area (SSA)	13.1 Teaching and Lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework, Portfolio of Evidence
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent level to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Award in Assessing Vocationally Related Achievement consists of 2 mandatory units for a combined total of 10 credits, 100 hours Total Qualification Time (TQT) and 54 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Level	Credit	GLH	TQT
F/617/8438	Understanding the Principles and Practices of Assessment	3	4	24	40
J/617/8442	Assess Vocational Skills, Knowledge and Understanding	3	6	30	60

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

There are no formal entry requirements for this qualification. This qualification is suitable for those who work within any sector where assessment forms part of the education and training cycle. It provides Learners with an opportunity to demonstrate their competence in assessing vocational achievement

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit English Language Expectations page.

PROGRESSION

Learners who achieve this qualification could progress into employment as an assessor or onto to relevant qualifications such as Level 4 Internal Quality Assurance of Assessment Processes and Practice. For more information visit Qualifications page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

The units in this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Understanding the Principles and Practices of Assessment

Unit Reference Number	F/617/8438
Unit Title	Understanding the Principles and Practices of Assessment
Unit Level	3
Number of Credits	4
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	24
Mandatory / Optional	Mandatory
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Understand the principles and requirements of assessment.	1.1 Explain the key concepts and principles of assessment. 1.2 Outline key themes from research on the principles of assessment. 1.3 Define the responsibilities of the assessor. 1.4 Explain the regulations and requirements relevant to assessment in own area of practice.	Validity, reliability, consistency, authenticity, assessment of practice, knowledge and understanding. Learner development, assessment planning and feedback, evidence gathering, adhering to legal, organisational and awarding organisation requirements. Liaison with learners, internal quality assurers, managers and employers. Updating skills and knowledge. Reporting and recording. Regulations and requirements to ensure currency and validity of assessment. Evidence-based research.
2. Understand types of assessment method.	2.1 Identify assessment methods used during the assessment process. 2.2 Compare and contrast assessment methods	Assessment methods include assessments of the learner in simulated environments, observation, skills tests, oral and written questions, assignments, projects, case studies,

	utilised with learners.	recognising prior learning.
3. Understand how to plan assessment.	3.1 Summarise 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 Analyse how to minimise risks that may be involved in assessment through the planning process.	Factors to consider when planning assessment: access, ability, understanding, job role, tasks to be assessed, manager/others' involvement. A holistic approach: addresses all aspects in one assessment, efficient, effective use of methodologies. Minimising risks-detailed planning, access to resources, contingency planning. support from manager/employer, adaptation of delivery and resources in response to feedback or identification of learner needs.
4. Understand the need 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 the information that should be made available to learners and others involved in the assessment process. 4.3 Explain how assessment arrangements can be adapted to meet the needs of individual learners.	Safe and secure environment, access, inclusion, choice, management of aspects relating to equality and diversity, promote appropriate behaviour, delivering legislative requirements, organisational requirements for health and safety, safeguarding, security of self and learners. Detailed planning, information sharing, agreements, confidentiality, data protection, knowledge and understanding requirements, timescales, resource requirements, funding restrictions, required outcomes, monitoring of process, progress and product, requirements of sector standards, awarding organisations.
5. Understand how to make assessment decisions.	5.1 Explain how to ensure that assessment decisions are: • made against specified criteria • sufficient • valid • reliable • current • fair 5.2 Explain the action to take if assessment decisions do not meet the required criteria. 5.3 Explain how feedback and questioning contribute to the assessment process.	Measuring the effectiveness of the assessment and methodologies, measurement of objectives against outcomes, learner achievement, meeting national standards and benchmarking, meeting legislative requirements, identification of gaps, planning to complete assessment, review and forward planning with learner involvement.

6. Understand quality assurance of the assessment process.	6.1 Evaluate the importance of quality assurance in the assessment process. 6.2 Analyse 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.	Application of internal quality assurance procedures, monitoring and moderation policy, learner feedback, team review, appropriate documentation, internal quality improvement team, identified roles and responsibilities in relation to quality improvement, identifying workforce development needs.
7. Understand legal and good practice requirements in relation to assessment.	7.1 Explain legal issues and policies and procedures relevant to assessment. 7.2 Explain the contribution that technology can make to the assessment process. 7.3 Evaluate requirements for equality and diversity in relation to assessment. 7.4 Explain the value of reflective practice and continuing professional development in the assessment process.	Legal and practice requirements including those for confidentiality, health, safety and welfare. Use of technology to include assessment, recording evidence, online planning and feedback, updating, mechanism for meetings. Equality and diversity, data protection, skills, knowledge and understanding requirements, timescales, resource requirements, required outcomes, monitoring of process, progress and product. Application of reflective practice, how and where to seek information about current best practice, sources of feedback on practice, seeking a critique of skills, knowledge and practical competence, observations, mentoring and critical friend model, gathering and record information in order to engage in continuing professional development (CPD), influences on own knowledge, skills and practical competence.

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 – 7	All under LO 1-7	Course work	3500

Indicative Reading list

Gravells, A. (2015). *Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills).* Learning Matters: London.

Hillier, Y. (2015). *Reflective Teaching in Further and Adult Education*. London: Continuum.

Lea J Hayes, D Armitage, A, Lomas, L and Markless, S. (2003). *Working in Post Compulsory Education.* Open University Press: London.

McKay, M. (2008). *Messages: The Communication Skills Book.* Oakland. CA: New Harbinger Publications.

Neary M. (2002). Curriculum Studies in Post-Compulsory and Adult Education: A Teacher's and Student Teacher's Study Guide. Nelson Thornes: London.

Petty, G. (2009). *Evidence Based Teaching: A Practical Approach*. Cheltenham: Nelson Thornes

Roffey-Barentsen, J & Malthouse, R. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

Winstanley, D. (2005) *Personal Effectiveness.* London: Chartered Institute of Personnel & Development.

Assess Vocational Skills, Knowledge and Understanding

Unit Reference Number	J/617/8442
Unit Title	Assess Vocational Skills, Knowledge and Understanding
Unit Level	3
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	34
Mandatory / Optional	Mandatory
Unit Grading type	Pass / Fail

Unit Aims

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 in relation to the work environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
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. 1.2 Prepare resources and the environment 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.	Preparation and planning, identification and agreement of assessment methods. Facilitating feedback, observation, monitoring of outcomes, evaluation, inclusion of feedback into planning and review cycle, identification of future goals and objectives resulting from learning activities.
2. Be able to carry out assessments of vocational skills, knowledge and	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements. 2.2 Analyse evidence of learner achievement.	Review of progress, support for learner, learner involvement, reference to standards/specified criteria, additional support as required, recording and reporting, use of agreed recording documentation

understanding.	2.3 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria. 2.4 Provide feedback to the learner that affirms achievement and identifies any further requirements for learning, assessment and progression.	and methods, feedback to learner, agreement with learner of progress made.
3. Be able to make assessment decisions.	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.	Assessment of evidence, make assessment decisions based on specified criteria, maintain records according to agreed ways of working, share assessment documentation as required, maintain the confidentiality of assessment information, safe storage.
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. 4.2 Apply requirements for equality and diversity. 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 currency of expertise and competence.	Legal and good practice requirements when assessing, health and safety, confidentiality, equality. Organisational policies and procedures. Differentiation, interpretation, translation. Review practice, reflection, application of new skills and knowledge, continuing professional development relevant to role and sector.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length of coursework)
1 – 4	All under LO 1-4	Report	3000

Indicative Reading list

Barrett, R. (2013). *The Values-Driven Organisation: Unleashing Human Potential for Performance and Profit.* Abingdon: Routledge

Gadsby C. (2012). *Perfect Assessment for Learning.* Independent Thinking Press: Carmarthen.

Gould J. (2012). *Learning Theory and Classroom Practice in the LLLS.* Learning Matters: Exeter.

Gravells A and Simpson S. (2010). *Planning and Enabling Learning in the Lifelong Learning Sector.* Learning Matters: Exeter.

Gravells, A. (2015). *Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills).* Learning Matters: London

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition.* Nelson Thornes: London.

Wallace S. (2010). *The Lifelong Learning Sector Reflective Reader.* Learning Matters: Exeter.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.