



Qualification Specification

HABC Level 3 **Award** in Understanding the Principles and Practices of Assessment (QCF)

Qualification Number: 600/3873/1

HABC Level 3 **Award** in Assessing Competence in the Work Environment (QCF)

Qualification Number: 600/3861/5

HABC Level 3 **Award** in Assessing Vocationally Related Achievement (QCF)

Qualification Number: 600/3872/X

HABC Level 3 **Certificate** in Assessing Vocational Achievement (QCF)

Qualification Number: 600/3871/8

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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 your Account Manager.

Qualification Details

The HABC Level 3 qualifications for assessors have been accredited by the regulators of England and Wales (Ofqual and the Welsh Government) and are part of the Qualifications and Credit Framework (QCF).

They are approved by LSIS, the Sector Skills Council for learning and skills.

Key facts

HABC Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

QAN:	600/3873/1
Learning Aim Reference:	60038731
Guided learning hours (GLH):	24
Credit Value:	3
Assessment Method:	Portfolio of evidence

HABC Level 3 Award in Assessing Competence in the Work Environment (QCF)

QAN:	600/3861/5
Learning Aim Reference:	60038615
Guided learning hours (GLH):	54
Credit Value:	9
Assessment Method:	Portfolio of evidence

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

QAN:	600/3872/X
Learning Aim Reference:	6003872X
Guided learning hours (GLH):	54
Credit Value:	9
Assessment Method:	Portfolio of evidence

HABC Level 3 Certificate in Assessing Vocational Achievement (QCF)

QAN:	600/3871/8
Learning Aim Reference:	60038718
Guided learning hours (GLH):	84
Credit Value:	15
Assessment Method:	Portfolio of evidence

Qualification Overview

HABC Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors.

HABC Level 3 Award in Assessing Competence in the Work Environment (QCF)

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- observation of performance in the work environment
- use of others (witness testimony)
- examining products of work
- questioning the learner
- discussing with the learner
- looking at learner statements
- recognising prior learning.

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

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

HABC Level 3 Certificate in Assessing Vocational Achievement (QCF)

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment)

Entry Requirements

There are no prerequisites for these qualifications. It is advised that learners already hold a level 2 qualification.

Age ranges

These qualifications are approved for delivery to the age range 19+

Geographical Coverage

These qualifications are suitable for learners in England, Wales or Northern Ireland

Special Needs

HABC have measures in place for learners with special needs. Please see the Reasonable Adjustments Policy Annex 17 of the HABC Core Manual.

Qualification Structure

The four qualifications for Assessors are made of a combination of three units for which one or more always appears.

Unit 01 – Understanding the principles and practices of assessment (details can be found on page 10)

Unit 02 – Assess occupational competence in the work environment (details can be found on page 13)

Unit 03 – Assess vocational skills, knowledge and understanding (details can be found on page 16)

The table below outlines which combinations appear in each qualification:

HABC Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		
Unit 1 Understanding the Principles and Practices of Assessment		
HABC Level 3 Award in Assessing Competence in the Work Environment (QCF)		
Unit 1 Understanding the Principles and Practices of Assessment	Unit 2 Assess Occupational Competence in the Work Environment	
HABC Level 3 Award in Assessing Vocationally Related Achievement (QCF)		
Unit 1 Understanding the Principles and Practices of Assessment		Unit 3 Assess Vocational Skills, Knowledge and Understanding
HABC Level 3 Certificate in Assessing Vocational Achievement (QCF)		
Unit 1 Understanding the Principles and Practices of Assessment	Unit 2 Assess Occupational Competence in the Work Environment	Unit 3 Assess Vocational Skills, Knowledge and Understanding

Assessment Guidance

These qualifications are assessed by a portfolio of evidence, which will need to be internally quality assured by the Centre.

HABC have provided 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 are contained within it and it is highly recommended that this paperwork be used. It is available to download from the HABC website.

Suggested guidance on how to successfully complete each unit is outlined in Appendix 1 of this document.

Suggested forms have been provided and are available to download from the HABC website.

The Assessment Guidance for Awarding Organisations can be found on the HABC website.

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:
 - the Level 3 Award in Assessing Competence in the Work Environment *or*
 - the Level 3 Certificate in Assessing Vocational Achievement, *or*
 - A1 Assess candidate performance using a range of methods, *or*
 - 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.

For more information, please refer to the Assessment Guidance for Awarding Organisations document which is available on the HABC website.

Internal Quality Assurance

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

For more information, please refer to the Assessment Guidance for Awarding Organisations document which is available on the HABC website.

Mapping to National Occupational Standards

These qualifications relate to the Learning and Development National Occupational Standards (NOS), 'Standard 9 Assess learner achievement'.

ID Requirements

All learners must be instructed to bring photographic identification to the assessment to be checked by the assessor. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

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". HABC 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.

For more information on learner ID requirements, please refer to Annex 26: Invigilation Instructions.

Progression

Progression routes could include:-

- HABC L4 Award and Certificate in Internal Quality Assurance qualifications
 - HABC L4 Award and Certificate in External Quality Assurance qualifications
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Useful Websites

- www.lsis.org.uk
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Recommended Training Materials

HABC is currently developing a power point to support unit 1 Understanding the Principles and Practices of Assessment.

Appendix 1: Rules of Combination

HABC Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)

Learners are required to successfully complete one mandatory unit:

Unit Title:	Unit Number:	Total Credits:
Understanding the principles and practices of assessment	D/601/5313	3

HABC Level 3 Award in Assessing Competence in the Work Environment (QCF)

Learners are required to successfully complete two mandatory units:

Unit Title:	Unit Number:	Total Credits:
Understanding the principles and practices of assessment	D/601/5313	3
Assess occupational competence in the work environment	H/601/5314	6

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

Learners are required to successfully complete two mandatory units:

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

HABC Level 3 Certificate in Assessing Vocational Achievement (QCF)

Learners are required to complete three mandatory units:

Unit Title:	Unit Number:	Total Credits:
Understanding the principles and practices of assessment	D/601/5313	3
Assess occupational competence in the work environment	H/601/5314	6
Assess vocational skills, knowledge and understanding	F/601/5319	6

Appendix 2: All Units

Unit 1: Understanding the principles and practices of assessment

Unit number: D/601/5313
Credit: 3
GLH: 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

Learning 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 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 minimize 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 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in

	<p>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 the 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. Understand 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 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>

Unit 2: Assess occupational competence in the work environment

Unit number: H/601/5314
Credit: 6
GLH: 30
Level: 3

Unit Introduction

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

'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 carrying out assessments in a work environment. As a minimum, there must be **performance evidence** for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

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

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

The candidate assessor must assess a minimum of two assessments of two learners' occupational competence (4 assessments in total).

Ideally, both learners will choose one unit that is the same so that the assessor candidate can demonstrate standardisation of their assessment practice.

Learning Outcomes	Assessment Criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>1. Be able to plan the assessment of occupational competence</p>	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
<p>2. Be able to make assessment decisions about occupational competence</p>	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice</p>	<p>4.1 Follow relevant policies, procedures and</p>

requirements when assessing occupational competence

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

Unit 3: Assess vocational skills, knowledge and understanding

Unit number: F/601/5319
Credit: 6
GLH: 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 • recognising prior learning <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 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 affirms 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 to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

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| 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 for 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 continual professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding |