

# Consultancy and Training

**nocn**  
CREATING OPPORTUNITIES

## Learner Handbook

### **NOCN Level 3 Certificate in Assessing Vocational Achievement (QCF)**

**Qualification No: 600/0739/4**

**Version 1.0 – April 2016**

## **Introduction**

Welcome to NOCN Consultancy and Training. Whether you are just about to embark on a new and exciting role in assessment, or you are updating your skills and knowledge, we would like to welcome you and offer you a high quality and personal service.

This handbook sets out the details of the programme we offer and explains how we will support you throughout your journey. It also contains details of our policies and procedures, so you can be confident that we are offering a quality service and have your learning experience at the centre of all that we do.

We hope that you enjoy working with us and we wish you every success in gaining your qualification.

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## **1. NOCN Level 3 Certificate in Assessing Vocational Achievement (QCF)**

### **What is the aim of the qualification?**

The aim of this qualification is to assess a learning and development practitioner's knowledge and performance in carrying out assessments of occupational competence, skills and knowledge in the workplace.

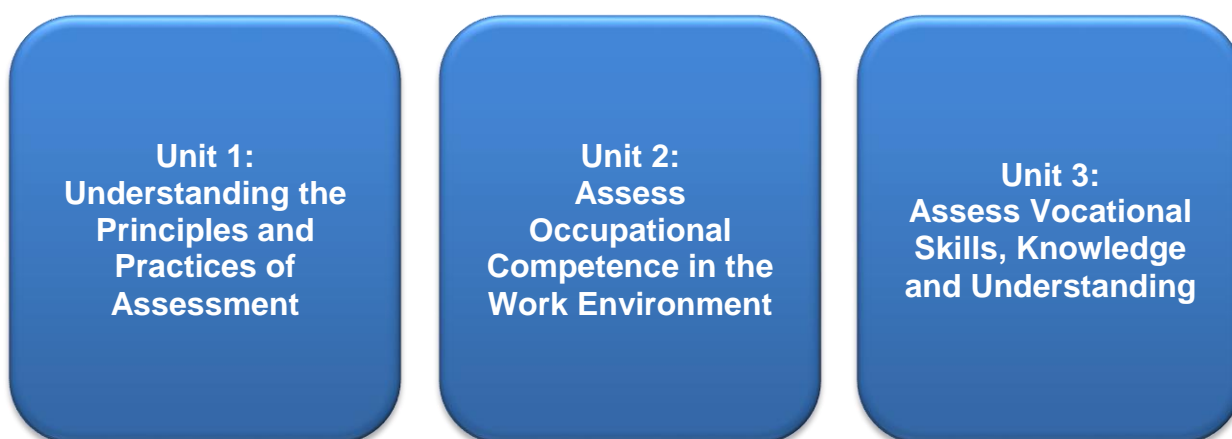
### **What does it cover?**

There is a knowledge based unit, which gives learners an understanding of the principles and requirements for different types of assessment methods. By having an understanding of the function of assessment and strengths and weaknesses of the range of methods, it will enable those in an assessor role to plan assessment for different learners, acknowledging different needs and contexts, and understand how the best possible use can be made of a range of evidence opportunities.

Assessors need to be able to make assessment decisions that are fair and based on appropriate assessment criteria. They must also provide feedback to their trainee along with information that will provide valid, reliable and current data relating to their trainee's achievements.

There are also two performance units, where learners will be required to demonstrate how they have planned assessment, made assessment decisions, maintained records of assessment, followed relevant policies and procedures and maintained legal and good practice requirements. Learners will also need to evaluate their own assessment practice and maintain own expertise and competence relevant to own role in assessing.

### **Which units will I need to achieve?**



The learning outcomes and assessment criteria for each unit are located in **Appendix 1**.

## 2. Programme Delivery and Structure

### Recognition of Prior Learning (RPL)

NOCN recognise that you may have been carrying out assessments within your current role, and so rather than having to repeat a whole programme of learning, we would like to offer you the opportunity to demonstrate your skills, knowledge and competence through **Recognition of Prior Learning (RPL)**.

RPL is an alternative route to recognition, not a short cut. Learners must accompany their evidence of experience with reliable and valid evidence of the standard of the learning outcomes achieved.

Your assessor will offer advice on the nature and range of evidence considered appropriate to support a claim through RPL.

#### **Stage 1**

Now that you have registered your interest in achieving the qualification, the first stage of this process is the completion of a **Skills Scan**. The purpose of the Skills Scan is to support you in identifying the extent to which you have achieved the elements of the core units of the assessor qualification through your life and work experiences. Whenever this assessment method is used though, we do need to consider the currency of the evidence and learning to ensure that it is in line with the qualification requirements. For this reason, we would like you to focus on the last 3 years' experience. However, if you do not have any evidence from within the last 3 years, please still complete the skills scan and discuss the options available with your assessor.

You will send your completed Skills Scan to NOCN Consultancy and Training. The email address is [Consultancy@nocn.org.uk](mailto:Consultancy@nocn.org.uk)

#### **Stage 2**

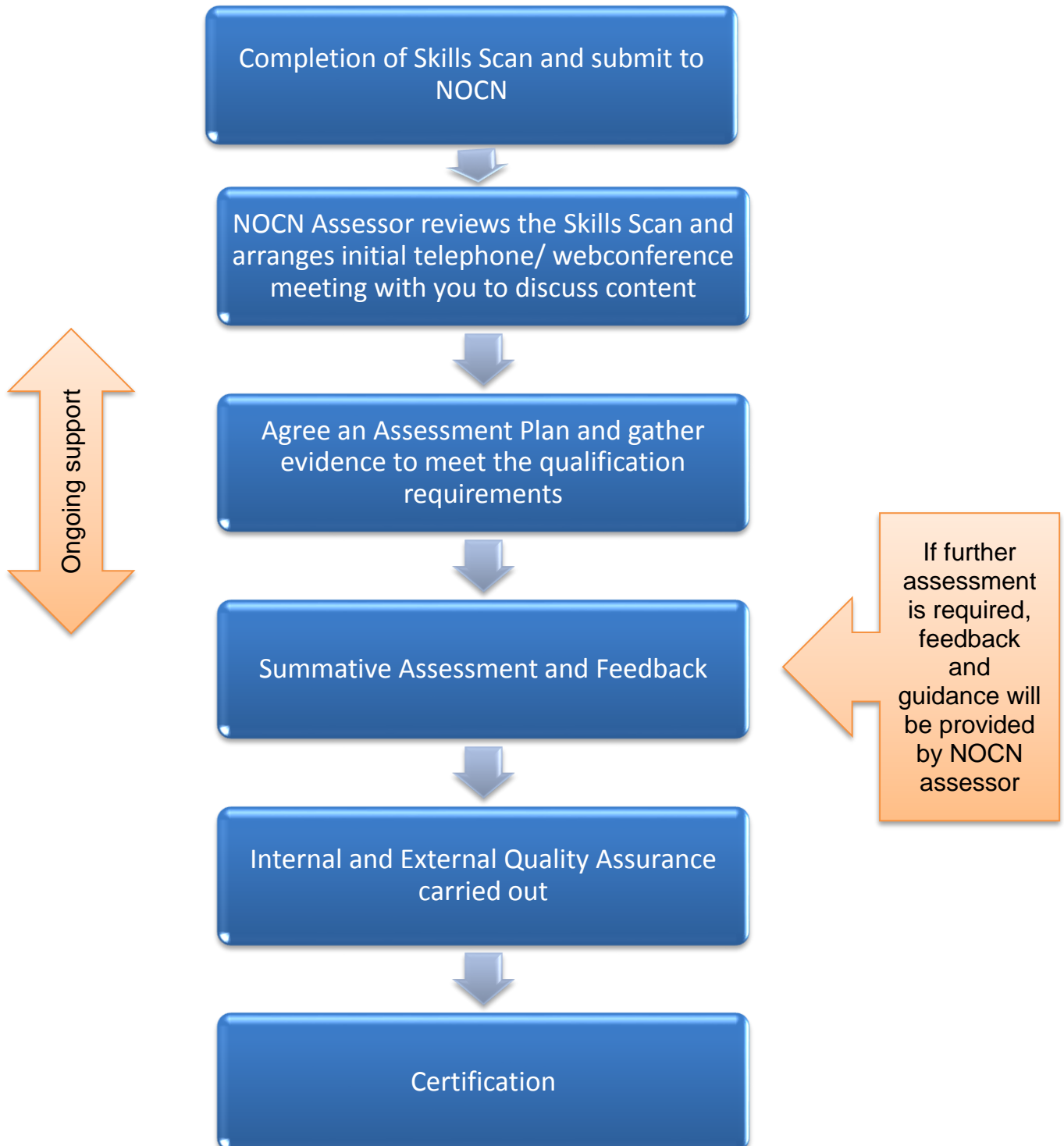
Your assessor will review your completed Skills Scan and a telephone/web conference will be arranged with you to discuss the content.

You will then be asked to gather the evidence you have stated in order to support the claim. An assessment plan will be developed with you to support you through this process. Ongoing support will be available from your assessor and we will also provide you with your own copy of a recommended reading resource – 'The Best Assessor's Guide' by Hilary Read.

#### **Stage 3**

Summative assessment will take place. Your assessor will agree a date and time. This assessment will be carried out via a web-conference (or similar) and recorded.

Feedback will be given and your assessor will confirm whether or not the recommendation for the award of credit will be made. If any further assessment is then required, this will be agreed with you. In all cases, once the assessment and internal quality assurance process is complete, then the standard process for reporting achievements and issuing certificates will be followed.



## **Submitting work for assessment**

All of the assessment criteria and evidence requirements must be met. Your assessor will talk to you about the product evidence that may be available to you and expectations for the summative assessment, which will be a recorded Question and Answer or Professional Discussion with your allocated assessor. The questions or discussion will be based around the evidence that you have gathered and will be very much a reflective account of what you have done within your assessing role to date, and your understanding behind it.

You will be asked to submit evidence electronically. Please note though that documents submitted in this way must be in PDF format, unless they are scanned original documents. You must adhere to data protection and confidentiality requirements though, so please be mindful of this when submitting evidence. It would also be useful to annotate any product evidence so that it is clear what the evidence is and how it will be used to demonstrate your assessment practice.

The email address to submit your evidence to is [consultancy@nocn.org.uk](mailto:consultancy@nocn.org.uk)

If for any reason you cannot submit evidence electronically, please discuss this with your assessor and we can agree alternative arrangements.

## **Feedback**

Following any assessment activity you will receive feedback from your assessor. Feedback will be constructive and tell you where you have met the requirements, or where further work may still be required. You will be given some guidance if this is the case.

We will always agree a target date with you if you have any work to re-submit.

Your work may then be sampled by an Internal Quality Assurer. If the Internal Quality Assurer is satisfied that all assessment criteria have been met through valid, reliable and fair assessment, your work will then be submitted to the External Quality Assurer at the Awarding Organisation. Once they are satisfied you have achieved, certificates will be issued.

## **Plagiarism**

You may need to use and refer to information from a variety of published sources in order to demonstrate your knowledge and understanding in some cases, however, you should be careful not to claim this as your own work. Please ensure that you always reference the information source you have used.

Copying from another person in any form also constitutes plagiarism and this is not allowed. It would put your qualification in jeopardy. Where any learner appears to have

committed plagiarism, work will be investigated by the internal quality assurer and Awarding Organisation.

### **3. Our Quality Assurance**

At NOCN Training and Consultancy, we pride ourselves on providing you with a high quality learning and assessment experience and operate a system whereby all assessors and internal quality assurers are fully qualified and have proven, current knowledge in assessment and quality assurance.

We will endeavour to ensure that:

- All assessment and quality assurance is carried out consistently in accordance with our internal policies and procedures.
- All assessment processes and internal quality assurance is carried out consistently in accordance with the Awarding Organisation requirements, who in turn are regulated by Ofqual.

Our commitment to access to fair assessment ensures that all assessments and assessment activities undertaken by learners are:

- Reliable
- Valid
- Fit for purpose
- Recognise and respect equality and diversity
- Use appropriate language
- Include a variety of assessment strategies

There are procedures in place which underpin this and are translated in practice. NOCN Training and Consultancy will ensure that:

Assessors:

- Agree assessment activities with due regard to the equality and diversity of learners
- Record the outcomes of all assessment activities
- Provide clear and constructive feedback to all learners mapped against the achievement of the learning outcomes and assessment criteria
- Plan assessment strategies and the timing of assessments so as not to unnecessarily overburden learners or discriminate against particular groups of people
- Review assessment tasks and carry out standardisation as a key part of the self-assessment process

Internal Quality Assurers will:



- Quality assure the appropriateness of the assessment strategy for a unit or qualification
- Quality assure the appropriateness of individual assessment tasks against the principles itemised above and any particular requirements of the qualification
- Ensure that assessor records are accurate, clear and up to date
- Ensure that assessor feedback is clear, constructive, unambiguous and related to the assessment criteria
- Ensure that all assessment decisions sampled as part of the internal quality process are valid
- Provide written feedback to assessors on all aspects of the assessment process

Learners will:

- Be inducted into the assessment methodology and understand the assessment requirements
- Be made aware of the assessment appeals policy
- Be provided with an individual assessment plan
- Be made aware to the time constraints attached to the achievement of the qualification
- Receive feedback from all assessment activities
- Be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment

## **4. Expectations**

NOCN Training and Consultancy expect that you will make every effort to be available for assessment sessions and work towards the assessment plans agreed. You are responsible for your own development, and so we do expect you to carry out any preparation required before your assessments.

There are certain standards of behaviour that NOCN Training and Consultancy expects from all its learners. We expect that you will:

- Follow policies and procedures at all times during your assessment, including those for confidentiality
- Show respect to all other learners and assessors, being polite and courteous at all times
- Not to use offensive language or behaviour
- Let us know as early as possible if the assessment needs to be re-scheduled
- Tell us as soon as possible if you are not happy with any part of the programme
- Participate in any feedback or evaluation of the assessment – your feedback is important to us.

When you become an NOCN Training and Consultancy learner, we aim to give you:

- Quality and effective management of your learning and assessment
- Regular information on your progress and achievements
- A flexible assessment process

You have the right to be treated equally regardless of your age, sex, ethnic background and ability, and to have any learning difficulties or disabilities taken into account.

You will have read through our commitment to Quality Assurance on the previous pages. If we do not meet your expectations, you have the right to have your views heard through access to the Complaints Procedure.

We recognise that, on rare occasions, learners may feel dissatisfied with matters relating to the delivery or assessment of the programme. In the first instance, learners should speak with their assessor.

NOCN Training and Consultancy believes that all learners have the right to an equal opportunity to develop their skills through our programmes of learning and assessment. We also believe that all learners have the right to be treated fairly and with respect and aims to ensure that no learner will be discriminated against on grounds of: race, colour, nationality, ethnic or national origin, gender, sexuality, marital status, caring responsibilities, age, physical disability, learning difficulty, mental ill health, religion, lack of formal qualifications, class, employment status, unrelated criminal conviction.

NOCN Training and Consultancy will take positive action against discrimination in our learning and assessment programme to ensure a fair and equal learning experience, by:

- Providing an unbiased and objective teaching and assessment process, using teaching materials that reflect positive images of diverse lifestyles and backgrounds.
- Requiring assessors and learners to avoid using language or materials that may cause offence or embarrassment to learners.
- Requiring assessors to choose language that is accessible to all learners and make clear use of plain English, avoiding jargon where possible (although you will soon learn that there is a lot of jargon used in assessment and internal quality assurance – so any that is used, will be relevant).
- Requiring assessors and learners to try to avoid the repetitive use of the male pronoun and avoid derogatory, disrespectful or thoughtless comments with regard to race, religion and culture.
- Requiring assessors to challenge any occurrence of discrimination or offensive behaviour. They should make it clear that such behaviour is not acceptable and why it is not acceptable.
- Providing a variety of systems to support learning needs, within the restrictions of available funding. Learners will have been asked about their learning support needs before the start of the programme and we seek to ensure these needs have

been met before learners take up their place on the programme. If you have a special learning need that you feel is not being met, please talk to your assessor about it.

- Providing a fair and objective assessment process. Your learning will be measured against approved Assessment Criteria: these are the set requirements that the Awarding Organisation expects a learner to achieve in order to gain their accreditation. All learners are assessed against the same criteria to ensure a fair and equal process for all learners.

NOCN Training and Consultancy is keen to make sure as many people as possible can take part in its training and assessment and will do everything it can to help learners finish their programme.

If you have any problems which are affecting your participation on the programme, please contact your assessor as soon as possible. If you stop the programme, we will contact you to identify the barriers to learning. In all cases your assessor will do their best to help you complete the programme successfully.

Examples of how we can support you do this are given below:

**You are unable to keep up with the work** - It may be possible to give you more time to complete the work.

**You find the assessment tasks too difficult** - Assessment tasks can be altered to meet your needs. As long as you can show you have met the requirements for assessment, we can be flexible about how you show this.

**You have trouble with reading and writing** - Some courses may expect you to have a certain level of skill in reading and writing. If you cannot reach this level, it may be more useful for you to be directed to another course more suited to your needs.

**You have a special learning need that is not being met** - We ask about your special learning needs during your initial assessment and induction. It is our intention that your needs will have been met before the programme begins. If, when you start the programme, you find this is not the case, please talk to your assessor about what we can do to make sure we meet your needs.

**If you cannot attend an assessment session** - If you are unable to attend a session because of a holiday or some other prior engagement, please let your assessor know in advance. If you are unable to attend an assessment because of illness, please call your assessor at the earliest opportunity to let them know this is happening. It is also helpful if you can let us know when you expect to be back.

## Appendix 1

<b>Unit Title</b>	<b>Understanding the Principles and Practices of Assessment</b>
<b>Ofqual unit reference number (code)</b>	<b>D/601/5313</b>
<b>Organisation Reference</b>	
<b>Unit Level</b>	<b>Three</b>
<b>Unit Sub Level</b>	<b>None</b>
<b>Unit Credit Value</b>	<b>3</b>
<b>GLH</b>	<b>24</b>
<b>Review Date (dd/mm/yyyy)</b>	<b>31/12/2018</b>
<b>Sector Subject Areas</b>	<b>13.1 Teaching and Lecturing</b>
<b>Unit Grading Structure</b>	<b>Pass</b>
<b>Availability</b>	<b>Shared</b>
<b>Restricted Organisations</b>	<b>N/A</b>
<b>Assessment Guidance</b>	<b>N/A</b>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>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 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility.</p> <p>3.5 Explain how to minimise risks through the planning process.</p>
4. Understand how to involve learners and others in assessment.	<p>4.1 Explain the importance of involving the learner and others in the assessment 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>
5. Understand how to make assessment decisions.	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current.</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <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.	<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>
7. Understand how to manage information relating to assessment.	<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>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
8. Understand the legal and good practice requirements in relation to assessment.	<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>

<b>Unit Title</b>	<b>Assess occupational competence in the work environment</b>
<b>Ofqual unit reference number (code)</b>	<b>H/601/5314</b>
<b>Organisation Reference</b>	
<b>Unit Level</b>	<b>Three</b>
<b>Unit Sub Level</b>	<b>None</b>
<b>Unit Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>30</b>
<b>Review Date (dd/mm/yyyy)</b>	<b>31/12/2018</b>
<b>Sector Subject Areas</b>	<b>13.1 Teaching and Lecturing</b>
<b>Unit Grading Structure</b>	<b>Pass</b>
<b>Availability</b>	<b>Shared</b>
<b>Restricted Organisations</b>	<b>N/A</b>
<b>Assessment Guidance</b>	<p>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:</p> <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> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <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>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>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> </ul>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> <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> <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"> <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> <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>



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence.</p>	<p>4.1. Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare.</p> <p>4.2. Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence.</p> <p>4.3. Evaluate own work in carrying out assessments of occupational competence.</p> <p>4.4. Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.</p>

<b>Unit Title</b>	<b>Assess vocational skills, knowledge and understanding</b>
<b>Ofqual unit reference number (code)</b>	<b>F/601/5319</b>
<b>Organisation Reference</b>	
<b>Unit Level</b>	<b>Three</b>
<b>Unit Sub Level</b>	<b>None</b>
<b>Unit Credit Value</b>	<b>6</b>
<b>GLH</b>	<b>30</b>
<b>Review Date (dd/mm/yyyy)</b>	<b>31/12/2018</b>
<b>Sector Subject Areas</b>	<b>13.1 Teaching and Lecturing</b>
<b>Unit Grading Structure</b>	<b>Pass</b>
<b>Availability</b>	<b>Shared</b>
<b>Restricted Organisations</b>	<b>N/A</b>
<b>Assessment Guidance</b>	<p>Evidence for all learning outcomes must come from performance in 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:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>Other forms of evidence will be acceptable for the remaining assessment methods.</p>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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:

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning.</li> </ul> <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 to learners.</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 identifies 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>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	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.	<p>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.</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 continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.</p>