

Parking Qualification Suite

Level 2 Award for Parking Enforcement Officers
Level 3 Award in Notice Processing



Assessment Strategy

These qualifications were developed in partnership with the British Parking Association:



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1. Assessment Strategy for WAMITAB Level 2 Award for Parking Enforcement Officers

1.1 Assessment Method

This section of the Parking Qualification assessment strategy has been designed specifically for the above titled qualification, and will not apply to any other qualifications offered by WAMITAB.

Learners will be assessed by Multiple Choice Question (MCQ) tests set by WAMITAB. Learners must achieve a 70% pass mark to complete each unit. Once a learner has achieved both units within the pathway requirements of the qualification, WAMITAB will issue an achievement certificate.

Approved WAMITAB Centres will be provided with access to online test sessions, hosted by Classmarker. Centres will be able to run test sessions for any number of learners at one time, and will access results from WAMITAB. Further information regarding testing administration can be accessed from the WAMITAB website: www.wamitab.org.uk

1.2 Centre Personnel Requirements

Centres will not need to retain assessors and verifiers to deliver the assessment for this qualification.

Centres will need to make provisions for an independent invigilator, who has not been involved in the training or tutoring of learners, to be present during each testing session. Invigilators will not be required to hold any specific technical qualifications or have industry specific knowledge or experience but must be fully conversant with the WAMITAB Regulations for the Conduct of Multiple Choice Tests for the Parking Sector. All learners and the Centre Invigilator will be required to adhere to the principles set out in the WAMITAB Examination Regulations.

2. Assessment Strategy for WAMITAB Level 3 Award in Notice Processing

This section of the Parking Qualification assessment strategy has been designed specifically for the above titled qualification. Approved WAMITAB Centres can design and manage their own assessment programme for these qualifications, providing that they maintain the quality systems and procedures required by WAMITAB.

Candidates must provide evidence that successfully demonstrates the skills, knowledge and/or understanding of all of the outcomes against the stated assessment criteria.

Centres may choose to use short- and long-answer assignments as full and final assessment for learners, however, the questions and marking guides must be approved by WAMITAB prior to use. Assignments must cover, in full, the learning outcomes and assessment criteria for the qualification.

Alternatively Centres may choose to assess in the workplace by a mixture of observations, question and answer, professional discussion and case studies. In the gathering of portfolio evidence, Centres must ensure that all learning outcomes and assessment criteria are covered in full.

Centres must prepare and agree individual assessment plans for each candidate. This plan may be modified during the course of the programme where necessary to ensure that the candidate has full and fair opportunity to complete his/her course of study.

Centres must have in place policies and procedures for making available reasonable adjustments for learners with special requirements. All reasonable adjustments must be agreed by WAMITAB prior to implementation.

Centres should ensure that the following minimum information is maintained:

Assignment Assessment Route	OR	Portfolio Assessment Route
Unit/s and/or qualification		Unit/s and/or qualification
Candidate name and WAMITAB learner registration number		Candidate name and WAMITAB learner registration number
Date assignment submitted		Date evidence gathered and of assessment
Marking guide referencing questions against learning outcomes and assessment criteria, as minimum standard for achievement		List of learning outcomes & assessment criteria, and selected assessment method for each, preferably cross-referenced to the portfolio
The name of the assessor responsible for marking the assignment		The name of the assessor for the subject matter covered by each of the outcomes
The name of the Internal Quality Assurer (IQA) responsible for moderating the assignment		The name of the planned Internal Quality Assurer (IQA)
All assessment notation to be retained, even after learner has re-addressed		Date of initial completion of the work by the candidate
Statement of authenticity		Statement of authenticity

All evidence to demonstrate the outcomes can be paper based, in electronic format or in a combination of both methods of submission.

Centre Personnel and Processes

Assessment by Centres must be designed to seek consistency of the outcomes. Although assessment methods may vary, rigour, consistency and quality of application of the assessment criteria must be paramount for the award of the qualification. Centres should also ensure that methods of assessment are designed to enhance the candidate's development and to ensure that the assessment criteria are met.

Assessor Requirements: The assessment or marking of candidate output must be undertaken by suitably qualified and competent assessors, who are not the tutors or the individuals responsible for delivering learning material to the candidate being assessed. Each assessor should maintain professional competence by an effective programme of recorded Continuing Professional Development. Assessors must ensure that they have an appropriate 'Assessor Qualification'. Current standards are the **TAQA qualifications; Level 3 Assess Vocational Skills, Knowledge and Understanding** or the **L3 Award in Assessing Vocationally Related Achievement**. However, assessors may hold a previous qualification which is equally acceptable, providing that the assessor has maintained regular CPD to ensure that assessment is carried out in accordance with the current standards.

Internal Quality Assurer (IQA) Requirements: someone appointed by the Centre to internally quality assure the assessment standards and accuracy of the assessment. IQA should happen as soon as possible after the initial assessment so that certification is not held up. This should be recorded and made available to the External Quality Assurer (EQA) at the next visit or earlier if requested. IQA's must have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. IQA's moderating assignments must ensure that they have the relevant Internal Quality Assurance qualification as well as a working knowledge of assessment process and practice. Current standards are the **TAQA qualifications; Level 4 Award in Assessment Process and Practice and Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**. However, IQA's may hold a previous qualification which is equally acceptable, providing that regular Continuing Professional Development (CPD) is maintained to ensure that internal quality assurance is carried in accordance with the current standards.

External Quality Assurance

WAMITAB will appoint an External Quality Assurer (EQA) to sample assessments to ensure consistency of assessment and proper application of the assessment requirements. This person may also be the Centre EQA although that is not always the case. Centres will be told who the External Quality Assurer is for their qualification(s). This person will review the assessments and internal quality assurance results during routine visits or earlier as agreed. The EQA should quality assure to the standards of the TAQA qualifications **Level 4 externally assure the quality of assessment**. They will hold or be working towards the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice. However, EQA's may hold a previous qualification which is equally acceptable providing that regular Continuing Professional Development (CPD) is maintained to ensure that external quality assurance is carried out in accordance with the current standards.

Centre Assessment Principles

Whichever assessment regime is followed, the detailed assessment strategy employed by the Centre must be in accordance with certain basic principles. These are:

- **Utility:** the type of assessment used must not be unduly complex and must not require an amount of time and effort on the part of the candidate or the assessor disproportionate to the outcome to be achieved.
- **Sufficiency:** there must be enough evidence presented to satisfy the requirements of the Assessment Criteria. This may be achieved by one large piece of evidence or by several small ones but the important factor is that the candidate provides enough evidence for the Assessor (and Verifiers) to conclude that the required Learning Outcomes have been achieved.
- **Authenticity:** any material produced by the candidate must be ascertained to be exclusively the work of the candidate presenting it. Where the form of assessment allows candidates access to external information sources the quality assurance system must include steps to detect plagiarism, for example; copying from books, other candidates, the internet, etc.
- **Relevance:** the assessment process must test only that which it is proper to test, in accordance with the Assessment Criteria and must not include anything that is not included in the Unit or test it to a higher (or lower) level than required.
- **Reliability:** the assessment must provide a fair indication of the candidates' achievement as required by the Assessment Criteria. To be reliable, assessments must be designed so that the required outcome can be achieved by any candidate without the need for specialist knowledge which is not included in the Unit and that there is no in-built bias on racial, cultural grounds etc.
- **Realism:** the assessment must use the most suitable way to determine that the outcome is achieved, bearing in mind the nature of the outcome and its practical application.

Recognition of Prior Learning, Exemption and Equivalence

Evidence from past achievement may be included as permissible evidence within the assessment methods for this qualification. Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

The method of recognition will differ in respect of the evidence provided by the learner. Please refer to the **WAMITAB guidance for RPL, Exemption and Equivalence** for further information on utilising these procedures.



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