

WAMITAB Level 3 Certificate in Assessing Vocational Achievement

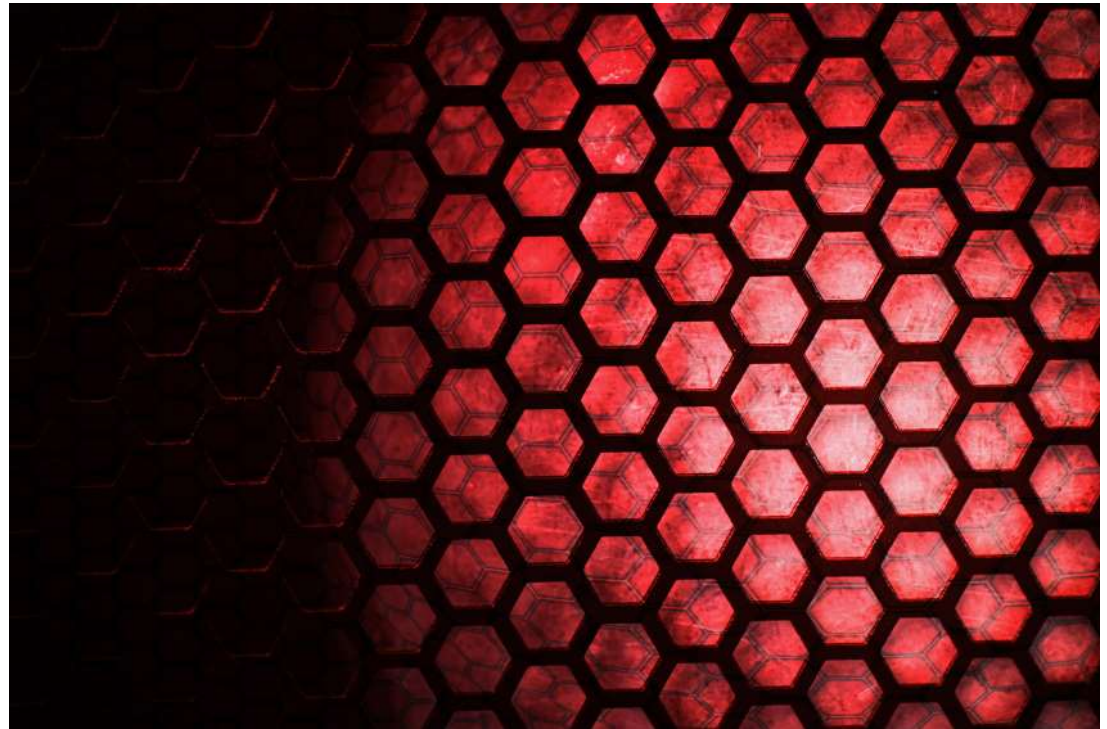
Guided Learning Hours: 60

Total Qualification time: 108

Total Credits: 15

Qualification Code: 600/2334/X

WAMITAB Code: AVA3



Version 4, February 2018

About WAMITAB and this Qualification Handbook

About WAMITAB

WAMITAB is an awarding organisation and charity that develops qualifications for those working in resource management and recycling; cleaning; street cleansing; facilities management; and parking from operative through to management level.

Since it was formed in 1989, WAMITAB has evolved in line with the convergence between the sectors with a clear focus on promoting and supporting environmental sustainability. With over 120 qualification pathways and 70 quality assured centres, WAMITAB offers an unrivalled specialist network to support staff development.

Equal Opportunities

WAMITAB supports the principles of equal opportunities and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability or sexual orientation.

The Purpose of this Qualification Handbook

Welcome to your WAMITAB Qualification Handbook. This will help you to complete your WAMITAB Level 3 Certificate In Assessing Vocational Achievement. It contains:

- The units you need to achieve to complete your qualification.
 - Information about your responsibilities as a candidate.
 - Reference information covering each learning outcome and assessment criteria.
 - Activities you can use to test your understanding.
 - Forms you can use to record and organise your evidence.
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Candidate Information

Name

WAMITAB Candidate Number

Registration Date

Enrolment Date

Centre Name

Centre Address

Centre Contact

Assessor Name

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Frequently Asked Questions

What is a qualification?

A qualification is nationally recognised, based on National Occupational Standards and gained in the workplace. Achieving your qualification demonstrates that you can work to the standards expected by employers in your industry.

What is the objective of this qualification?

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).

Who is it for?

Individuals that want to assess skills, knowledge and understanding in the workplace.

What are the entry requirements of this qualification?

This qualification is open entry. This means that learners interested in undertaking the WAMITAB Level 3 Certificate In Assessing Vocational Achievement do not require any other qualifications or levels of attainment in order to take this qualification.

What job role could this qualification lead to or support?

This qualification covers all the essential knowledge and understanding that assessors or quality assurance staff require to undertake competent assessment practice.

What do I need to achieve?

You will need 15 credits from the two mandatory units to complete the qualification.

Mandatory Unit Group

- 301: Understanding the principles and practices of assessment
 - 302: Assess occupational competence in the work environment
 - 303: Assess vocational skills, knowledge and understanding
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What is a unit?

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.

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- Learning outcomes: describe what tasks you will be able to do as a result of learning.
 - Assessment criteria: describe what activities you will need to do and what you must know to complete each task.
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What is an approved WAMITAB Centre?

You will gain your award through an approved WAMITAB Centre. It may be your place of work, a local college or training provider. Assessment of your award will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with WAMITAB.
 - Provide a candidate registration number.
 - Apply for your certificate when you have completed your qualification or units.
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How long will it take?

There is no time limit set by WAMITAB for you to complete your qualification, but your centre may have some requirements that they will explain to you.

Who will help me achieve my qualification?

The following people at the approved WAMITAB centre will help you to achieve your qualification.

Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need.
- Help you plan your workload and organise your evidence.
- Observe you carrying out your job in the workplace over a period of time.
- Ask questions about the work you do.
- Make decisions about your evidence.
- Judge when you are competent.
- Provide feedback.

Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

External Quality Assurer

An external quality assurer is employed by WAMITAB to ensure that your centre meets the required national standards for quality and assessment.

What are my responsibilities as a candidate?

As a candidate you will need to:

- Provide your centre with your personal details so they can register you with WAMITAB
- Comply with WAMITAB learner code of conduct for multiple choice tests
- Comply with health and safety law and regulations

What steps will I need to take to complete my qualification?

1. **Planning:** Your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
2. **Evidence:** You will gather evidence for your portfolio (see next question for types of evidence).
3. **Feedback:** Your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor confirms you are competent after an assessment, it will be recorded in your handbook.
4. **Achievement:** Once you have completed all the units and gathered all the evidence you need, your centre will apply for your WAMITAB certificate.

What are the evidence requirements for this qualification?

The primary sources of evidence for this qualification are:

- **Observation (O):** Direct observation or witness testimony where direct observation is not possible. Where this evidence type has been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.
- **Question and Answer (Q/A):** candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning
- **Simulation / Realistic working environment (S/R):** Should be used as a last resort where allowed. Please see the Assessment Strategy for further information.

Where do I go if I need more information about my qualification and assessments?

- Your assessor
- Your qualification workbook
- WAMITAB (01604 231950/ www.wamitab.org.uk/info.admin@wamitab.org.uk)

Useful Words

Approved Centre

WAMITAB Centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers and prisons.

Assessment Criteria

These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.

Assessor

A person who works with the Approved Centre to assess your competence against the standards set within the qualification. Assessors are qualified and experienced in the subject of the qualification you are registered for, and have the skills to plan and carry out your assessments. They will make judgments of your competence, based on the evidence you provide, and give feedback.

Competence

Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.

Evidence

You need to collect evidence to prove that you are competent as required by the standards set in the units of the qualification. There are different types of evidence, ranging from an assessor observing your work, question and answers, assignments and tests. Evidence can also be presented using photographs, audio and video files. Each unit gives guidance as to what is expected and acceptable evidence. Evidence must be authentic and your own work.

External Quality Assurer

This is an expert employed by WAMITAB to monitor, review and advise Approved Centres. The External Quality Assurer regularly visits the Approved Centre to check that all assessments are carried out correctly, to the same standard, and that all paperwork is maintained accurately and consistently. External Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for. They therefore have the skills to check that the Approved Centre is operating properly and has all of the systems in place to deliver the qualification.

Internal Quality Assurer

A person who works with the Approved Centre to make sure that the assessment is carried out correctly, and that all administration of the assessment is properly managed. Internal Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for, and have the skills to verify the work of the assessor for accuracy, quality and consistency.

Learner

A person who is registered to work towards achievement of a qualification – i.e. you!

Learning Outcome

These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.

Portfolio

This is a place where you will collect evidence to demonstrate your competence. A portfolio could be either hard-copy or electronic, but this will need to be agreed with the Approved Centre in advance. The evidence held in your portfolio must be your own work, and be clearly referenced to the units of the qualification.

Unit – Mandatory and Optional

Units form the building blocks of all qualifications that are nationally regulated. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding. Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.

Vocational

A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.

WAMITAB

An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management and parking. WAMITAB is responsible for ensuring the on going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training and course materials

Unit Terms

Analyse

Look at something (for example a process) and use given classifications or principles to gain a further understanding.

Apply

Put something into action – a “doing” task which requires “real” evidence from a workplace scenario.

Compare

Look at the characteristics of an item or activity and note the similarities and differences. This is more often used at level 1 and 2.

Critically Compare

Look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making. This is generally used at level 3 and above.

Demonstrate

A doing verb which requires you to actually do what the assessment criteria requires. You will have to provide evidence of which clearly shows you applying your knowledge and skills to meet the requirements of the assessment criteria. The evidence for this can involve getting someone to take a picture of you completing the task or discussing the task with an assessor and recording the discussion using documentation, video, etc. Remember that it is not enough to just write about it unless the task requires this type of written evidence.

Describe

Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.

Determine

To find out or decide. This may involve research, following a set of procedures or carrying out a series of calculations to find a solution.

Develop

Build a process or activity or understanding either from scratch or using an existing product to create something workable.

Differentiate/ Distinguish

Look at the characteristics of an item or situation/ activity and explain the differences.

Evaluate/Justify

You must look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.

Explain

Provide a comprehensible answer that shows an understanding of the content/process mentioned. Your answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.

Identify

For most assessment criteria this requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At levels 4, 5 and 6 this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.

Implement

Putting something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.

List

Produce a number of relevant items which apply to the question. Further description is not required.

Manage

After a development process ensure that the product/process works using relevant management techniques.

Recognise

Be aware of, familiar with and able to identify an activity or product.

Mandatory Units

301: Understand the principles and practices of assessment

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 3				
Learning Outcome	Assessment Criteria			
1. Understand the principles and requirements of assessment	1.1. Explain the functions 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 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 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			
	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			

302: Assess occupational competence in the work environment

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 6				
Learning Outcome	Assessment Criteria			
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"> • 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 			
	1.2. Communicate the purpose, requirements and processes of assessing occupational competence to the learner			
	1.3. Plan the assessment of occupational competence to address learner needs and current achievements			
	1.4. Identify opportunities for holistic assessment			
2. Be able to make assessment decisions about occupational competence	2.1. Use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • Observation of performance • Examining products of work • Questioning the learner • Discussing with the learner • Use of others (witness testimony) • Looking at learner statements • Recognising prior learning 			
	2.2. Make assessment decisions of occupational competence against specified criteria			
	2.3. Follow standardisation procedures			
	2.4. Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression			

3. Be able to provide required information following the assessment of occupational competence	3.1. Maintain records of the assessment of occupational competence, its outcomes and learner progress			
	3.2. Make assessment information available to authorised colleagues			
	3.3. Follow procedures to maintain the confidentiality of assessment information			
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1. Follow relevant policies, procedures and 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			

303: Assess vocational skills, knowledge and understanding

Level: 3		Evidence Type	Portfolio Ref Number	Comments
Credit Value: 6				
Learning Outcome	Assessment Criteria			
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			
3. Be able to provide required information following the assessment of	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			

vocational skills, knowledge and understanding	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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