

1st4sport Level 3 Certificate In Assessing Vocational Achievement

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 3 Certificate In Assessing Vocational Achievement
Qualification Overview:	Confirms proficiency in assessing vocational skills, knowledge and understanding in environments other than the workplace..
Qualification Code:	L3CAVAQ
Qualification Regulation Number:	600/1441/6
Guided Learning Hours (GLH):	84
Total Qualification Time (TQT):	150
Credit Value (if applicable):	15
Operational Start Date:	28/03/2011
Qualification Review Date:	28/02/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to assess vocational skills, knowledge and understanding in non-work environments.
Qualification Purpose:	Confirm competence in an occupational role to the standards required

Who is this qualification for?

The qualification is designed for current Learning and Development practitioners and those new to the role of assessor. Individuals must have access within current role to assess learners for qualifications, programmes of study with assessment, or job related assessments in the relevant environments. Prior to accessing a programme of learning, learners must be 19 years of age or above. This qualification is suitable for practitioners aspiring to assess NVQs or other work-based competency qualifications.

Qualification Progression

Having gained further experience in assessment practice, learners could progress to the 1st4sport Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

Successful learners are eligible to seek employment in appropriate paid or voluntary assessing roles within their specialist subject area, assessing competence based qualifications (eg NVQs), knowledge based qualifications, and vocational qualifications which have non-work based assessment.

Entry Requirements

Learners must be a minimum of 19 years old at registration and 19 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 19 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 3 of 3 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
F/601/5319	Assess vocational skills, knowledge and understanding	30
D/601/5313	Understanding the principles and practices of assessment	24
H/601/5314	Assess occupational competence in the work environment	30

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Assess vocational skills, knowledge and understanding
Unit Aim	The aim of this unit is to assess a learning development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.
Unique Unit Number	F/601/5319
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners must complete the assessment contained in the Learner Portfolio.

Learning Outcome: 1. be able to prepare assessment of vocational skills, knowledge and understanding

Assessment Criteria	Indicative Delivery Content
The learner can:	
<p>1.1 Select methods to assess vocational skills, knowledge and understanding that 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 	
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 of learners	

Learning Outcome: 2. be able to carry out assessments of vocational skills, knowledge and understanding

Assessment Criteria	Indicative Delivery Content
The learner can:	
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 specific 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	

Learning Outcome: 3. be able to provide required information following the assessment of vocational skills, knowledge and understanding

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Maintain records of the assessment of vocational skills, knowledge and understanding	
3.2 Make assessment information available to authorised colleagues as required	
3.3 Follow procedures to maintain the confidentiality of assessment information	

Learning Outcome: 4. be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Assessment Criteria The learner can:	Indicative Delivery Content
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 continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	

Unit Title	Understanding the principles and practices of assessment
Unit Aim	The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.
Unique Unit Number	D/601/5313
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners must complete the assessment contained in the Learner Portfolio.

Learning Outcome: 1. Understand the principles and requirements of assessment

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Learning Outcome: 2. Understand different types of assessment method

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	

Learning Outcome: 3. Understand how to plan assessment

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Learning Outcome: 4. Understand how to plan assessment

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Learning Outcome: 5. Understand how to make assessment decisions

Assessment Criteria The learner can:	Indicative Delivery Content
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 	

Learning Outcome: 6. Understand quality assurance of the assessment process

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Learning Outcome: 7. Understand how to manage information relating to assessment

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Learning Outcome: 8. Understand the legal and good practice requirements in relation to assessment

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Unit Title	Assess occupational competence in the work environment
Unit Aim	The aim of this unit is to assess a learning development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.
Unique Unit Number	H/601/5314
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners must complete the assessment contained in the Learner Portfolio.

Learning Outcome: 1. Be able to plan the assessment of occupational competence

Assessment Criteria	Indicative Delivery Content
The learner can:	
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 address learner needs and current achievements	
1.4 Identify opportunities for holistic assessment	

Learning Outcome: 2. Be able to make assessment decisions about occupational competence

Assessment Criteria The learner can:	Indicative Delivery Content
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 further implications for learning, assessment and progression	

Learning Outcome: 3. Be able to provide required information following the assessment of occupational competence

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Maintain records of the assessment of occupational competence, it's outcomes and learner progress	
3.2 Make assessment information available to authorised colleagues	
3.3 Follow procedures to maintain the confidentiality of assessment information	

Learning Outcome: 4. Be able to maintain legal and good practice requirements

Assessment Criteria The learner can:	Indicative Delivery Content
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	

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy an appropriately qualified tutor who as a minimum:

- holds a recognised Introduction to Teaching qualification or Teaching qualification
- holds the Level 3 Award in Assessing Competence in the Work Environment or previous recognised equivalent
- has relevant teaching and assessing experience for other regulated qualifications
- has up-to-date working knowledge and experience of best practice in assessment
- show current evidence of CPD in assessment

Tutors are responsible for the delivery of the learning programme developed by their recognised centre. They must have attended a qualification induction by the centre to orientate them into the centre specific learning and assessment programme.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy an appropriately qualified assessor who as a minimum:

- holds the Level 3 Certificate in Assessing Vocational Achievement or previous recognised equivalent
- has relevant assessing experience for other regulated qualifications
- has up-to-date working knowledge and experience of best practice in assessment and quality assurance
- show current evidence of CPD in assessment and quality assurance

Assessors are responsible for the conduct of valid and reliable assessments. They must have attended a qualification induction by the centre to orientate them into the centre specific learning and assessment programme.

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy an appropriately qualified IQA who as a minimum:

- holds a recognised Introduction to Teaching or Teaching qualification
- holds the Level 3 Certificate in Assessing Vocational Achievement or previous recognised equivalent
- holds a recognised internal verification/internal quality assurance qualification
- has relevant assessing and IQA experience for other regulated qualifications
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- show current evidence of CPD in assessment and quality assurance

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

All training and/or assessment sites must include the following facilities:

- a suitable classroom facility/ lecture room

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice and must include:

- learners provided access to a range of the following teaching resources:

?power point projector
?interactive white board
?white board and pens
?flip chart and pens
?computer
?TV and DVD facilities
?internet

This qualification is regulated by Ofqual (600/1441/6), CCEA and QiW (C00/1296/7 - Regulated).

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