

## Qualification Specification

**600/3106/2**

iCQ Level 3 Certificate in Assessing  
Vocational Achievement (RQF)



### Qualification Details

Title : iCQ Level 3 Certificate in Assessing Vocational Achievement (RQF)

Awarding Organisation : [iCan Qualifications Limited](https://icanqualify.net)

Fees Price List Url : <https://icanqualify.net>

Qualification Type : RQF

Qualification Sub Type : None

Qualification Level : Level 3

Qualification Sub Level : None

EQF Level : Level 4

Regulation Start Date : 18-Aug-2011

Operational Start Date : 01-Sep-2011

Offered In England : Yes

Offered In Wales : Yes

Offered In Northern Ireland : Yes

Assessment Language In English : Yes

Assessment Language In Welsh : No

Assessment Language In Irish : No

SSA : 13.1 Teaching and Lecturing

Purpose : D. Confirm occupational competence and/or 'licence to practice'

Sub Purpose : D1. Confirm competence in an occupational role to the standards required

Total Credits : 15

Min Credits at/above Level : 15

Minimum Guided Learning Hours : 60

Maximum Guided Learning Hours : 84

Diploma Guided Learning Hours : 60

Barring Classification Code : ZZZZ

Overall Grading Type : Pass

Assessment Methods : Coursework, E-assessment, Oral Examination, Portfolio of Evidence, Practical Demonstration/Assignment, Task-based Controlled Assessment

Structure Requirements : Three unit qualification for assessing vocational achievement

Age Ranges : Pre-16 : No; 16-18 : No; 18+ : Yes; 19+ : No

Qualification Objective : 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)

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#### Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
<b>A) Assessing Vocational Achievement</b>	<b>Yes</b>	3	3	3	15	15

#### Group A Assessing Vocational Achievement

URN	Title	Level	GLH	Credit
<a href="#">D/601/5313</a>	Understanding the principles and practices of assessment	3	24	3
<a href="#">F/601/5319</a>	Assess vocational skills, knowledge and understanding	3	30	6
<a href="#">H/601/5314</a>	Assess occupational competence in the work environment	3	30	6

Unit Specification  
**D/601/5313**  
 Understanding the principles and practices of assessment



Qualification Framework: RQF  
 Title : Understanding the principles and practices of assessment  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 24  
 Unit Credit Value : 3  
 SSAs : 13.1 Teaching and Lecturing  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

<b>Unit: D/601/5313 : Understanding the principles and practices of assessment</b>	
<b>Understand the principles and requirements of assessment</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Explain the function of assessment in learning and development
01.02	Define the key concepts and principles of assessment
01.03	Explain the responsibilities of the assessor
01.04	Identify the regulations and requirements relevant to the assessment in own area of practice
<b>Understand different types of assessment method</b>	
02.01	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
<b>Understand how to plan assessment</b>	
03.01	Summarise key factors to consider when planning assessment
03.02	Evaluate the benefits of using a holistic approach to assessment
03.03	Explain how to plan a holistic approach to assessment
03.04	Summarise the types of risks that may be involved in assessment in own area of responsibility
03.05	Explain how to minimise risks through the planning process
<b>Understand how to involve learners and others in assessment</b>	
04.01	Explain the importance of involving the learner and others in the assessment process
04.02	Summarise types of information that should be made available to learners and others involved in the assessment process
04.03	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
04.04	Explain how assessment arrangements can be adapted to meet the needs of individual learners
<b>Understand how to make assessment decisions</b>	
05.01	Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>
05.02	Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>
<b>Understand quality assurance of the assessment process</b>	
06.01	Evaluate the importance of quality assurance in the assessment process
06.02	Summarise quality assurance and standardisation procedures in own area of practice
06.03	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
<b>Understand how to manage information relating to assessment</b>	
07.01	Explain the importance of following procedures for the management of information relating to assessment
07.02	Explain how feedback and questioning contribute to the assessment process
<b>Understand the legal and good practice requirements in relation to assessment</b>	
08.01	Explain <b>legal issues, policies and procedures</b> relevant to assessment, including those for confidentiality, health, safety and welfare
08.02	Explain the contribution that <b>technology</b> can make to the assessment process
08.03	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
08.04	Explain the value of reflective practice and continuing professional development in the assessment process

Unit Specification  
**F/601/5319**  
 Assess vocational skills, knowledge and understanding



Qualification Framework : RQF

Title : Assess vocational skills, knowledge and understanding

Unit Level : Level 3

Unit Sub Level : None

Guided Learning Hours : 30

Unit Credit Value : 6

SSAs : 13.1 Teaching and Lecturing

Unit Grading Structure : Pass

Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

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:

- 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.

<b>Unit: F/601/5319 : Assess vocational skills, knowledge and understanding</b>	
<b>Be able to prepare assessments of vocational skills, knowledge and understanding</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: assessments of the learner in simulated environments skills tests oral and written questions assignments projects case studies recognising prior learning
01.02	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
01.03	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners
<b>Be able to carry out assessments of vocational skills, knowledge and understanding</b>	
02.01	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
02.02	Provide support to learners within agreed limitations
02.03	Analyse evidence of learner achievement
02.04	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
02.05	Follow standardisation procedures
02.06	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression
<b>Be able to provide required information following the assessment of vocational skills, knowledge and understanding</b>	
03.01	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
03.02	Make assessment information available to authorised colleagues as required
03.03	Follow procedures to maintain the confidentiality of assessment information
<b>Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</b>	
04.01	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
04.02	Apply requirements for equality and diversity and, where appropriate, bilingualism
04.03	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
04.04	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Unit Specification  
**H/601/5314**  
 Assess occupational competence in the work environment



Qualification Framework : RQF  
 Title : Assess occupational competence in the work environment  
 Unit Level : Level 3  
 Unit Sub Level : None  
 Guided Learning Hours : 30  
 Unit Credit Value : 6  
 SSAs : 13.1 Teaching and Lecturing  
 Unit Grading Structure : Pass  
 Assessment Guidance : Please refer to the [Online iCQ 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

<b>Unit: H/601/5314 : Assess occupational competence in the work environment</b>	
<b>Be able to plan the assessment of occupational competence</b>	
<b>Assessment Criterion - The learner can:</b>	
01.01	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> <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>
01.02	Communicate the purpose, requirements and processes of assessing occupational competence to the learner
01.03	Plan the assessment of occupational competence to address learner needs and current achievements
01.04	Identify opportunities for holistic assessment
<b>Be able to make assessment decisions about occupational competence</b>	
02.01	Use valid, fair and reliable assessment methods including: <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>
02.02	Make assessment decisions of occupational competence against specified criteria
02.03	Follow standardisation procedures
02.04	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression
<b>Be able to provide required information following the assessment of occupational competence</b>	
03.01	Maintain records of the assessment of occupational competence, its outcomes and learner progress
03.02	Make assessment information available to authorised colleagues
03.03	Follow procedures to maintain the confidentiality of assessment information
<b>Be able to maintain legal and good practice requirements when assessing occupational competence</b>	
04.01	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
04.02	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
04.03	Evaluate own work in carrying out assessments of occupational competence
04.04	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence