

Assessment Strategy

BIIAB Level 3 Award in Education and Training

Outline of an Assessment Strategy and its Purpose

An Assessment Strategy provides a clear outline to how learners will be assessed when undertaking a regulated qualification. The Assessment Strategy aligns with the qualification specification and guides both tutors and learners through the assessment process.

The purpose of an Assessment Strategy is to align all assessment factors linked to a regulated qualification specification by clarifying what is required. This ensures that:

- > All required assessments are appropriate
- > Assessments are clear, fair and reliable
- > Assessments support learning and allow learners to achieve
- > Assessments meet regulation and Awarding Body requirements

The Assessment Strategy is broken down per unit, allowing for there to be a clear understanding to the required Assessments, per unit in order to achieve the overall qualification.

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The qualification contains competence units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devise Assessment. The AKMs are internally marked assessments containing a series of assessment activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed using a portfolio following NVQ principles. Centres should use the AKM available from BIIAB Qualifications Limited because it assists both the trainee teachers and

Assessment Strategy

their assessors and will aid in standardisation. If centres wish to use alternative approaches, then please contact your EQA prior to delivery.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

Assessment Strategy

All assessment must adhere to the assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessors, verifiers delivering, quality assuring and certificating the education and training qualification.

Assessment strategy detail

The Level 3 unit, ET1 Understanding roles, responsibilities and relationships in education and training in this qualification, is also a mandatory unit in the Level 4 Certificate in Education and Training. It is recommended that this unit be delivered before other units in both the Award and Certificate qualifications in order to support progression. For those achieving this unit as part of the Award, credit transfer will apply when undertaking the Certificate qualification.

Requirements of learners

Please see the entry requirements for more details of requirements for all learners that are not detailed in the units.

There is no minimum teaching practice requirement. However, there is a **minimum requirement** for trainee teachers to engage in observed and assessed microteaching/peer teaching for the following optional unit:

- > ET2 Understanding and using inclusive teaching and learning approaches in education and training (Level 3).

For this unit, trainee teachers **must** be involved in **at least** one hour of microteaching/peer teaching.

Each trainee teacher **must** deliver at least one 15-minute microteaching/peer teaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, trainee teachers can either deliver additional microteaching/peer teaching sessions or observe the microteaching/peer teaching sessions of other trainee teachers.

Trainee teachers who are currently teaching may prefer to use their practice instead of microteaching to meet the requirements of this unit.

There is a **requirement** to undertake observed and assessed practice in a real work environment for the following optional units from the Learning and Development suite that are included in this qualification:

- > ET3 Facilitate learning and development for individuals
- > ET4 Facilitate learning and development in groups

Assessment Strategy

Evidence for learning outcomes 2, 3 and 4 for these units (ET3 and ET4) **must** come from performance in the work environment. Simulations, projects or assignments are **not** allowed.

For these units, practice should be in the appropriate context with groups of learners or with individual learners. The number of hours of practice required and the number of hours to be observed and assessed are **not** specified for these units.

Requirements for those delivering units and/or observing assessors, external and internal quality assurers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors – The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- > be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

Assessment Strategy

- > have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.
- > All those delivering units and/or observing and assessing practice for the BIIAB Level 3 Award in Education and Training should have all of the following:
 - > a teaching or training qualification (This does not include qualifications that only provide an introduction to teaching; for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS awards. However, the BIIAB may decide to accept individuals who do not meet this criterion if they have evidence of substantial and successful teaching experience in education and training);
 - > evidence of relevant teaching experience in an education or training context;
 - > access to appropriate guidance and support; and
 - > on-going participation in related programme quality assurance processes.

Requirement of Assessors of Learning and Development units ET3, ET4 and A1 – There are additional requirements for those who assess the Learning and Development units. Information about the assessment and quality assurance strategy for the Learning and Development units is provided below:

All those who assess these qualifications / units must:

- > already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);
- > have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- > hold one of the following qualifications or their recognised equivalent:
 - > Level 3 Award in Assessing Competence in the Work Environment; or
 - > Level 3 Certificate in Assessing Vocational Achievement; or
 - > The A1 qualification Assess candidate performance using a range of methods (please note this is not the unit contained within this qualification); or
 - > D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- > show current evidence of continuing professional development in assessment and quality assurance.

Internal Quality Assurer (IQA) – A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are

Assessment Strategy

responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- > hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- > be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified and know how they are applied in business.
- > demonstrate competent practice in internal verification of assessment and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

Requirement of Internal Quality Assurers of Learning and Development units ET3, ET4 and A1

All those who are involved with the quality assurance of these qualifications/units internally must:

- > have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- > hold one of the following assessor qualifications or their recognised equivalent:
 - > Level 3 Award in Assessing Competence in the Work Environment; or
 - > Level 3 Certificate in Assessing Vocational Achievement; or
 - > A1 Assess candidate performance using a range of methods (please note this is not the unit contained within this qualification); or
 - > D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;

Assessment Strategy

- > hold one of the following internal quality assurance qualifications or their recognised equivalent:
 - > Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or
 - > Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or
 - > V1 Conduct internal quality assurance of the assessment process; or
 - > D34 Internally verify the assessment process; and
- > show current evidence of continuing professional development in assessment and quality assurance.

External Quality Assurer (EQA) – The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- > hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- > be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- > be 'occupationally competent'. EQAs must demonstrate sufficient and current
- > understanding of the qualifications to be verified and know how they are applied in business.
- > demonstrate competent practice in external verification of assessment and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Assessment Strategy

Evidence from Workplace Performance

- > Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- > These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- > Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- > Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

Assessment Strategy

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.