Qualification Guidance Document

BIIAB Level 3 Certificate in Assessing Vocational Achievement

England – 601/5101/8

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

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Specification Code

The specification code is C9540-03.

Issue	Date	Details of change
2.1	June 2023	Reformatted Qualification Guide into new branding
2.2	Aug 2024	Revised review date

2.3	April 2025	Revised review date
2.4	September 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

About Us 1
Sources of Additional Information 1
Copyright 1
Specification Code 1
Qualification Summary 4
Introduction 5
Pre-requisites 5
Qualification Structure and Rules of Combination 5
Aim 6
Target Group 6
Assessment 6
Resources 7
Practice Assessment Material 7
Teaching Strategies and Learning Activities 7
Progression Opportunities 7
Tutor / Assessor Requirements 8
Language 8
Unit Details 9
- Understanding the principles and practices of assessment 9
- Assess occupational competence in the work environment 12
- Assess vocational skills, knowledge and understanding 14

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies 16
Certification 17
Exemptions 17
Glossary of Terms 18

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 Certificate in Assessing Vocational Achievement								
Qualification Purpose	To confirm occupational competence.							
Age Range	Pre 16		16-18		18+	✓	19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA Regulation							
Assessment	Internal assessment							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners **must** achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/12/2014							
Review Date	31/07/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	84 hours							
Total Qualification Time (TQT)	150 hours							
Credit Value	15							
BIIAB Qualifications Limited Sector	Education and Skills Workforce							
Regulator Sector	13.1 Teaching and Lecturing							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Certificate in Assessing Vocational Achievement	601/5101/8

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 3 Certificate in Assessing Vocational Achievement

To achieve the BIIAB Level 3 Certificate in Assessing Vocational Achievement learners **must** gain a total of **15** credits from the 3 mandatory units listed below.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Minimum Credit Target – 15				
Understanding the principles and practices of assessment	D/601/5313 A1	3	3	24
Assess occupational competence in the work environment	H/601/5314 A2	3	6	30

Assess vocational skills, knowledge and understanding	F/601/5319 A3	3	6	30

Aim

This qualification is part of a suite that was developed for the Regulated Qualifications Framework to cover assessment and the quality assurance of assessment. The suite provides a significant amount of knowledge, understanding and skills that underpin occupational competence in Assessment and Quality Assurance.

This suite of qualifications was developed in consultation with a number of individual practitioners, managers and organisations as well as relevant Awarding Organisations, Sector Skills Councils, regulators and other key stakeholders across the UK.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB head office.

Target Group

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+

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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Evidence matrixes for competence / NVQ units

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

The qualification is designed to equip learners with the knowledge and skills to work effectively in assessing competence. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Career progression

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Unit Details

Understanding the principles and practices of assessment		
Unit Reference	D/601/5313	
Level	3	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit provides the learner with the skills and knowledge to understand the principles and practice of assessment.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.4)**	
The learner will	**The learner can**	
1. Understand the principles and requirements of assessment	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
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: > sufficient > authentic > current
	5.2	Explain how to ensure that assessment decisions are: > 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

Assess occupational competence in the work environment		
Unit Reference	H/601/5314	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the skills and knowledge to assess occupational competence in the work environment.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
1. Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: > 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: > 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

Assess vocational skills, knowledge and understanding		
Unit Reference	F/601/5319	
Level	3	
Credit Value	6	
Guided Learning (GL)	30	
Unit Summary	This unit provides the learner with the skills and knowledge to assess vocational skills, knowledge and understanding.	
Learning Outcomes (1 to 4)	**Assessment Criteria (1.1 to 4.4)**	
The learner will	**The learner can**	
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: > 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 vocational skills, knowledge and understanding	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
	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

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:
- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:
- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.