

Level 3 Award in Assessing Vocationally Related Achievement

**CANDIDATE INFORMATION PACK
ONLINE DISTANCE LEARNING**

The
Business
School



**The
Business
School
UK**

Candidate Induction Pack

Programme Information

Qualification Awarded

The Focus Awards Level 3 Award in Assessing Vocationally Related Achievement (RQF) is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or training environment).

Learners who undertake this qualification will be able to understand the principles and requirements of assessment, different types of assessment methods, planning assessment, learner involvement within assessment, assessment decisions, quality assurance, information management and legal and good practice within assessment.

Entry Requirements

Learners are not required to have studied the subject previously however learners should be in a position where they are able to assess vocational skills, knowledge and understanding in environments other than the work environment, and ensure that they are assessed by a qualified and competent individual.

Learners must be at least 19 to undertake this qualification.

Structure of Programme:

The qualification is made up of 2 units. These are designated by Focus Awards and approved by Ofqual, the regulatory body for qualifications in the UK.

Unit Title	Unit Ref	Level	Credit	GLH
Mandatory units				
Understanding the principles and practices of assessment	D/601/5313	3	3	24
Assess vocational skills, knowledge and understanding	F/601/5319	3	6	30

The aims of these units and other information are to be found in the Syllabus, which can be obtained from us.

These units are all assessed by The Business School (UK) through the completion of a series of quizzes and documents.

Any documents required should be completed and uploaded to your assessor in either Adobe pdf or Microsoft Word format. You should, of course, keep a secure copy yourself. When your assessment work is completed, please upload onto the system.

Delivery of the Programme

The whole programme is delivered via the Virtual Learning Environment, with support from expert tutors. In addition, an initial meeting (face to face or virtual) is required with the assessor, and a final observation/professional discussion will be required – this must be on a face to face basis.

Guided Learning Hours

This denotes the general amount of time you will spend on the unit. This includes working on materials and reading you have been sent, responding to tutorial input, additional reading and research, completing your assessment, receiving and acting upon feedback from your assessor, contact with your assessor.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment
- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Learner Registration

The registration period is the time in which a Learner is registered onto the qualification and in which they must complete this. For this qualification, the registration period is one year.

- It is vital that you complete the registration information on Moodle prior to the submission of your first assessment work to your tutor. Your registration will be processed at this time so that you are able to claim successful completion of your units and qualifications at the appropriate time. If you are not registered, you will be able to claim your Award, regardless of whether you have produced the work and been assessed as passing.

At the end of the registration period all Learners will be withdrawn from the relevant qualification.. However, if an extension is required, we can contact the Awarding Organisation to request this. Extensions may be granted on a 6 month basis and will be granted up to a maximum of 18 months. If after this period a Learner has not completed, but wishes to continue, then the Centre will have to register the Learner again. A cost will be incurred for this, along with the full Registration fee.

We would strongly recommend that you complete your studies and assessment work as soon as possible!

Distance Learning

You have chosen to study via online Distance Learning. You have a maximum of 1 years study time to complete this Award. The online system will contain the following information:

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- Course materials relevant to your chosen course
- Personal Tutor Contact Details
- This Welcome Pack and Study Guide

Please ensure you read the welcome pack and study guide thoroughly before commencing your studies.

Your Tutor

Your tutor is personally assigned to you and their role is to offer advice, guidance and support for your learning, and to assess your work. Contact is made with your tutor via the online learning system. They should be your first contact in case of any query.

Assessment

Information and assessment guidance is given in Appendix A.

Certification

Once you have successfully completed all the assessment work necessary for your qualification, your Award will be claimed through the Focus Awards external quality assurance process by The Business School (UK) Ltd. Please note that this may take up to 3 months, but you will be able to download a successful module completion Award from the system at the end of each module.

About The Business School (UK) Ltd

We provide training and qualifications to corporate organisations, individuals and graduates both in the UK and internationally. We offer credible, professional delivery, quality assurance and administration to national and international audiences in the UK and overseas. Our comprehensive spread of complementary skills and experiences, spanning more than 50 years, includes logistics, transport and management training, business development, quality assurance, inspection and moderation, assessment and verification, strategy and business planning, and administration.

We are a first-class professional development provider, delivering leading edge training to give a unique advantage to our clients. We do this by building on academic achievements, exploring the application of key theories, tools and techniques, expert training and broader education, and through excellent administration, customer service and support.

Our trainers have extensive international and national experience across a range of sectors including petroleum, oil & gas, maritime, defence, manufacturing and education. We work only with trainers who are qualified, accredited and committed to their own development.

Our directors are both qualified and experienced External Verifiers and have a range of other qualifications and experience including EQFM, professional body Fellows and Strategic Management. Quality assurance is key to any training establishment, and we work with a number of bodies who externally assure the quality of what we do. These include the Institute of Leadership and Management and the Chartered Institute of Logistics and Transport. We are able to deliver qualifications, accredited or bespoke development via taught, distance or blended learning.

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Focus Awards

Focus Awards are the awarding organisation for this qualification. The Business School is approved by Focus Awards to deliver this qualification, based on their quality systems, management, administration and staff.

Focus Awards is regulated by Ofqual, who are the regulator of qualifications (other than degrees), exams and assessments in England, and of vocational qualifications.

Focus Awards draws on more than 80 years' combined experience and expertise delivered by its founders. They come from a diversity of backgrounds, including the health and fitness sector, social services, academia, commerce and industry, and the Armed Forces.

Policies and Principles

All Business School courses are developed and designed to be delivered in English, and therefore a good standard of English is required to offer maximum chance of success, enjoyment, participation and learning.

We will use your feedback within course reviews, annual self-evaluation for our business and will ask permission to use this for marketing purposes. Please ensure you complete the module feedback form online.

We believe that no student should be disadvantaged by reason of disability. We expect reasonable behaviour from our learners and their representatives, and for them to refrain from language that may be thought of as offensive, abusive, racist, libellous or defamatory. We reserve the right to terminate the registration of students or their representatives should behaviour be found, in our opinion, to be unreasonable.

Other policies and documents are available to learners on request to The Business School (UK) Ltd:

- Data Protection Policy
- Health and Safety Policy and checklist
- Equal Opportunities Policy
- Internal Quality Assurance Policy
- Access to Assessment Policy

Appeals against Assessment Procedure

This is the procedure to be used where a candidate wishes to appeal against an assessment decision made on a programme carried out by The Business School (UK) Ltd. All appeals must be made through your assessor at The Business School (UK) Ltd.

Making an appeal against an assessment decision

Where a candidate wishes to appeal against an assessment decision taken on a CILT (UK) programme this is the process:

- The candidate must make an appeal by email to The Business School (UK) Ltd within 14 working days of the candidate receiving the assessment decision.

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- The Business School (UK) Ltd will acknowledge receipt of an appeal, in writing to the candidate, within 5 working days.
- The Business School (UK) Ltd will check the status of the candidate's registration.
- The original piece of work will be re-assessed by an internal quality assurance assessor.
- The outcome of the appeal will be notified in writing to the candidate within 35 working days of its receipt by The Business School (UK) Ltd.
- This decision will be final.

Please note that all assessment and verification staff at The Business School (UK) Ltd are registered with the Awarding Organisation and suitably qualified both as assessors and verifiers and at an appropriate occupational level.

Plagiarism

Plagiarism, that is the presentation of another person's thoughts or words as though they were your own, must be avoided, with particular care in assignments. Note that you are encouraged to read, evaluate, critique, contrast and compare the work of others as much as possible at this level. You are expected to incorporate this in your thinking and in your assignments. You must acknowledge and reference your sources.

Direct quotations from the published or unpublished work of others, from the internet, or from any other source must always be clearly identified as such. A full reference to their source must be provided in the proper form and quotation marks used. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, figures, diagrams or software, you must refer to that person in your text, and include the work referred to in your bibliography or as footnotes or endnotes.

The direct and unacknowledged repetition of your own work which has already been submitted for assessment can constitute self-plagiarism.

Complaints and Appeals Procedure

Introduction

Before having recourse to the Complaints Procedure, a learner should make every effort to resolve a problem with the individual(s) concerned or consult his/her tutor for help and advice. Only when these steps have failed, or when the learner has good cause for not pursuing these means of resolving the issue, should the Complaints Procedure be invoked. Submission of the Complaints Form initiates the formal Complaints Procedure.

The Complaints Procedure shall not apply to cases in which an individual wishes to appeal against an academic decision by the centre or an awarding organisation; in such instances the applicant should follow the Appeals Procedure, information on which is given above.

No action will be taken in the case of complaints made anonymously.

Learners shall not be disadvantaged for lodging a complaint in good faith.

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Procedure

Complaints received more than 6 months after the event in question will not normally be investigated.

The complaint should be in writing and addressed to the Operations Director at The Business School (UK) Ltd.

The Operations Director shall acknowledge receipt of the Complaint within 7 days of the receipt of the completed Complaints form. The purpose of the first stage of the procedure is to ascertain the nature and details of the complaint. For this purpose the Operations Director may invite the complainant to a meeting to clarify the complaint. The complainant may be accompanied by a friend or representative at this meeting and at any other meetings under this procedure. The friend or representative may make notes during the meeting. The purpose of the second stage of the procedure is to gather all material evidence relating to the complaint and for the Operations Director either to reach an immediate decision on the complaint.

Subject to the written consent of the complainant, and sufficient evidence, the following provisions apply:

- In order to investigate the complaint, the Operations Director will seek information as necessary from anyone else likely to be helpful in resolving the matter, including the complainant. Information may be sought in writing, via oral interview or both.
- Once all necessary information has been gathered, the Operations Director shall decide whether it is possible to reach a final decision on the complaint. Any decision will be communicated in writing to all parties to the complaint, with a summary of reasons for the decision.
- Appropriate action shall be taken in the light of the outcome of the investigation. The action will be intended to resolve the matter but may include the initiation of formal disciplinary action against a member of staff or a learner under the centre's disciplinary procedures.
- On the completion of the investigation the Operations Director shall notify the complainant and other parties to the complaint in writing of the outcome and of any consequential action to be taken. This will include a summary of the reasons for the decision.
- A complaint will normally be determined within 12 weeks from receipt of the complaint. However, you should be informed of the reasons should a longer period of investigation be required.

Appeals against the outcome

A complainant may seek a review of the outcome of their complaint only on the ground of procedural irregularity on the part of the Operations Director.

A complainant wishing to lodge an appeal about the outcome of a complaint which has been investigated shall do so in writing, addressing the appeal to the Business Development Director of The Business School (UK) Ltd, within 14 days of notification of the outcome of the investigation. The Business School (UK) Ltd will normally complete the review of an appeal within three weeks following its receipt.

If the Business Development Director, having reviewed the original complaint file and sought any evidence as appears to be necessary to reach a decision, considers there to be grounds for

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the appeal, he may make appropriate arrangements to have the complaint reconsidered. Any further action or outcome will be decided by the Business Development Director and will be final.

If a complaint from or on behalf of a learner remains unresolved after consideration by the school, there is provision for resolution of the complaint through a process which includes consideration by two alternative external independent adjudicators who have not been directly involved in the matters detailed in the complaint, and who are independent of the management and running of the school. All relevant paperwork needs to be provided to the independent adjudicators, who will consider and give their verdict within one month. A fee may be chargeable at this stage.

Monitoring

The Operations Director will monitor:

- The number of complaints made, and upheld or rejected;
- The nature of the matters raised and any remedial action recommended and taken;
- The ethnic origin, gender and other data relating to the complainants for diversity monitoring purposes.

Confidentiality

All information which a complainant, or anyone else, provides to the Operations Director during the course of an investigation of a complaint shall be treated as confidential, subject to the need to divulge information to investigate a case and any requirements of the Data Protection Act. It is equally important that the complainant also respects the need for confidentiality throughout the complaints process.

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Contacts:

The Business School (UK) Ltd

Trading Address	2 Keswick Close Birstall Leicester LE4 4FS
Telephone	+44 (0) 116 367 4858
Email – general enquiries and materials ordering	training@thebusinessschool.uk.com
VLE Technical enquiries	natasha@thebusinessschool.uk.com
Website	www.thebusinessschool.uk.com
Registered Address	77A Cheap Street Sherborne Dorset DT9 3BA

Focus Awards

Address	Silicon House, Farfield Park, Manvers, Rotherham, South Yorkshire, S63 5DB
Telephone	0845 8620 068
Email	info@focusawards.org.uk
Website	http://www.focusawards.org.uk/

APPENDIX A - Evidence Requirements

Unit – Understanding the Principles of Assessment

The aim of this unit is to develop the knowledge and understanding that an assessor needs when understanding the principles and requirements of assessment, different types assessment, how to plan assessment, understanding quality assurance of the assessment process and how to manage information relating to assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit – Assess vocational skills, knowledge and understanding

The aim of this unit is to provide learners with the necessary skills and knowledge to prepare and carry out assessments of vocational skills, knowledge and understanding. This unit also covers required information following the assessment of vocational skills, knowledge and understanding, as well as maintaining legal and good practice requirements when assessing vocational skill, knowledge and understanding.

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; and
- recognising prior learning.

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. Remote observation is not acceptable for assessment of assessors; in other words, the assessor and the trainee assessor must be in the same location at the same time when observations are being carried out. There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion. Evidence for this unit must not come from the trainee assessing another trainee assessor who, in turn, is assessing someone else. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor. There must be evidence of

the trainee assessor carrying out at least two assessments of two learner's skills, knowledge and understanding (four assessments in total).

The logo for The Business School UK is centered on the page. It consists of a white circle with a light purple, multi-lobed border. Inside the circle, the text "The Business School UK" is written in a light purple, serif font, stacked in four lines: "The", "Business", "School", and "UK".

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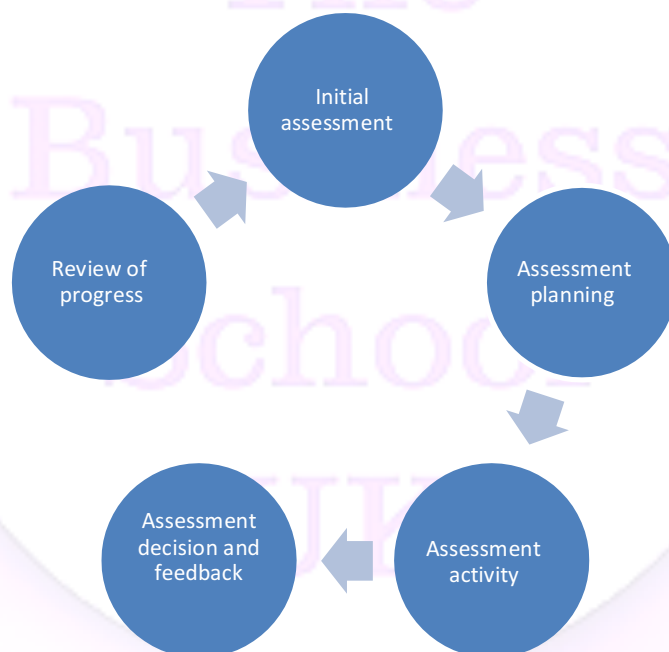
APPENDIX B – Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the

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assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment.

Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

It is possible to transfer credit (equivalence) for achievements within the RQF:

- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

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- Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated.

Recognition of Prior Learning (RPL) is 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. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided Learning Hours (GLH)

The guided learning hours figure gives the minimum amount of time required to ‘deliver’ the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessment. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification/assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre.

Focus Awards ensures that the following mechanisms are in place to assist this:

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- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32.33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQA's.

Judging authenticity

Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic.

Trainers/assessors should ensure that learners sign a declaration that:

- their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners evidence using this document the assessors and IQA's are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria;
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check the learner's knowledge matches the evidence provided;
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.