

# YMCA Level 3 Award in Assessing Competence in the Work Environment (600/0354/6)

## Qualification Specification





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# Level 3 Award in Assessing Competence in the Work Environment

## Qualification Specification

Qualification number: (600/0354/6)

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

Ofqual  
CCEA (Council for Curriculum, Examinations and Assessment)  
QW (Qualifications Wales)

### Qualification aim

This qualification is intended for those who assess occupational competence in an individual's work environment. The aim of 'Understanding the principles and practices of assessment' is to enable the learner to know and understand the principles and practices that underpin assessment. The aim of 'Assess occupational competence in the work environment' is to assess the learner's performance in evaluating occupational competence in an individual's work environment.

### Overview of knowledge, skills and understanding

#### Learners will cover:

- the principles and requirements of assessment
- different types of assessment method
- how to plan and carry out assessments involving learners and others
- quality assurance of the assessment process
- legal and good practice requirements
- making assessment decisions and providing required information following assessment
- maintaining legal and good practice requirements.

### Target group and age range

Learners for this qualification must be aged 19 and above and have access to learners (candidates) who are on a work-based training programme, and who they will be able to assess in the workplace.

## Qualification structure

To achieve the YMCA Level 3 Award in Assessing Competence in the Work Environment, learners must complete 2 mandatory units:

Unit reference number	Unit title	Level	Credit
D/601/5313	Understanding the principles and practices of assessment	3	3
H/601/5314	Assess occupational competence in the work environment	3	6

The Total Qualification Time (TQT) for this qualification is 90. The Guided Learning Hours (GLH) assigned are 54.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

Learners for this qualification must be aged 19 and above and have access to learners (candidates), who are on a work-based training programme, and who they will be able to assess in the workplace.

## Opportunities for progression

Learners may go on to complete further qualifications in Education and Training. For example:

- YMCA Awards Level 3 Award in Assessing Vocationally Related Achievement
- YMCA Awards Level 4 Award in Internal Quality assurance

## Mapping to standards

This qualification is mapped to National Occupational Standard LSILADD09. See <http://nos.ukces.org.uk/> for more detail.

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:  
England and regulated by Ofqual  
Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussions. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance)

The YMCA Awards Level 3 Award in Assessing Competence in the Work Environment is assessed through Internal assessment.

### Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

#### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

#### Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the 'Qualification content' section of this specification.

### External assessment

There is no external assessment.

### Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

### Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

Unit specifications and recommended assessment methods

# Understanding the principles and practices of assessment (D/601/5313)

## Unit aim

This unit assesses the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. The term 'practitioner' refers to anyone with a learning and development responsibility as all or part of their role.

## Unit content

The learner will:

### 1. Understand the principles and requirements of assessment

The learner can:

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

The learner will:

### 2. Understand different types of assessment method

The learner can:

2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

The learner will:

### 3. Understand how to plan assessment

The learner can:

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

The learner will:

### 4. Understand how to involve learners and others in assessment

The learner can:

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

The learner will:

### 5. Understand how to make assessment decisions

The learner can:

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

The learner will:

## 6. Understand quality assurance of the assessment process

The learner can:

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

The learner will:

## 7. Understand how to manage information relating to assessment

The learner can:

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

The learner will:

## 8. Understand the legal and good practice requirements in relation to assessment

The learner can:

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

### Assessment specification

- Knowledge questions

Please note that in relation to these qualifications, an unqualified trainee assessor is not allowed to assess another unqualified assessor.

# Assess occupational competence in the work environment (H/601/5314)

## Unit aim

This unit assesses a learning and development practitioner's performance to carry out assessments of occupational competence within a work environment.

## Unit content

The learner will:

### 1. Be able to plan the assessment of occupational competence

The learner can:

#### 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

The learner will:

## 2. Be able to make assessment decisions about occupational competence

The learner can:

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

The learner will:

## 3. Be able to provide required information following the assessment of occupational competence

The learner can:

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

The learner will:

## 4. Be able to maintain legal and good practice requirements when assessing occupational competence

The learner can:

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

##### **Assessment specification**

As a minimum, there must be evidence for the following assessment methods:

- Observation of performance in the workplace
- Examining products of work
- Questioning the learner

Simulations are not allowed.

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 evidence of the trainee assessor carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another trainee assessor who is, in turn, assessing someone else.

There must be evidence of the trainee assessor carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).





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*YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).*

*YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.*

*To view YMCA Awards' full range of qualifications please visit  
[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk).*

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