

Qualification handbook

BIIAB Assessor Qualifications Handbook

BIIAB Level 3 Award in Understanding the Principles and Practices of Assessment 601/5094/4

BIIAB Level 3 Award in Assessing Competence in the Work Environment 601/5096/8

BIIAB Level 3 Award in Assessing Vocationally Related Achievement 601/5097/X

BIIAB Level 3 Certificate in Assessing Vocational Achievement 601/5101/8

Version 2

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1. About the BIIAB Assessor qualifications

BIIAB has obtained accreditation to deliver these by Ofqual. The qualifications have a unique Qualification Number (QN) which is shown below.

Each unit within the qualifications will also have a unit regulation number (URN).

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

Qualification title	Qualification Accreditation Number (QN)
BIIAB Level 3 Award in Understanding the Principles and Practices of Assessment	601/5094/4
BIIAB Level 3 Award in Assessing Competence in the Work Environment	601/5096/8
BIIAB Level 3 Award in Assessing Vocationally Related Achievement	601/5097/X
BIIAB Level 3 Certificate in Assessing Vocational Achievement	601/5101/8

The assessor qualifications have been designed to allow learners obtain and then demonstrate the skills and knowledge to work at a high level in assessing competence.

2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. BIIAB's Service Level Agreement is available via www.biiab.org

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

4. What are Rules of Combination (RoC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The RoC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

5. BIIAB Level 3 Award in Understanding the Principles and Practices of Assessment Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Award in Understanding the Principles and Practices of Assessment learners **must** gain a **total of 3** credits. This consists of:

- **Minimum total credit 3**
- Mandatory group A **minimum** credit: **3**
- GLH: **24**
- TQT: **30**

Listed below are the qualification units.

Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24

6. BIIAB Level 3 Award In Assessing Competence in the Work Environment Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Award in Assessing Competence in the Work Environment learners **must** gain a **total of 9** credits. This **must** consist of:

- **Minimum total credit 9**
- Mandatory group A **minimum** credit: **9**
- GLH: **54**
- TQT: **90**

Listed below are the qualification units.

Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24
A2	H/601/5314	Assess occupational competence in the work environment	6	3	30

7. BIIAB Level 3 Award in Assessing Vocationally Related Achievement Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Award in Assessing Vocationally Related Achievement learners **must** gain a **total of 9** credits. This **must** consist of:

- **Minimum total credit 9**
- Mandatory group A **minimum** credit: **9**
- GLH: **54**
- TQT: **90**

Listed below are the qualification units.

Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24
A3	F/601/5319	Assess vocational skills, knowledge and understanding	6	3	30

8. BIIAB Level 3 Certificate in Assessing Vocational Achievement Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Certificate in Assessing Vocational Achievement learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total credit 15**
- Mandatory group A **minimum** credit: **15**
- GLH: **84**
- TQT: **150**

Listed below are the qualification units.

Mandatory Group A

Unit no	UAN	Unit Title	Credit	Level	GLH
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24
A2	H/601/5314	Assess occupational competence in the work environment	6	3	30
A3	F/601/5319	Assess vocational skills, knowledge and understanding	6	3	30

9. Age Restriction

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

- 18+.

10. Entry requirements and progression

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.

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

11. Assessment

Overview of assessment strategy

The learner needs to demonstrate competence against all the Assessment Criteria within the Assessment. The most appropriate way of covering this is through a discussion with the Learner. BIIAB requirements for carrying out a discussion apply (see below). If you wish to use an alternative assessment methodology, this needs to be agreed with BIIAB in advance of the assessment taking place.

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 work place 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 see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification 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.

Requirements of assessors, external and internal verifiers

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.
- 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.

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 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.

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.

BIIAB and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

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.

Level 3 Assessor Units

When planning the assessment of unit A1 Understanding the principles and practices of assessment with a learner, BIIAB encourages the following approach in most instances, however the individual requirements of each Learner should be taken into account.

Due to the size of the unit it is impractical to assess this unit in one discussion. It is more appropriate to assess it through two or three discussions depending on the learner and assessment needs. The discussions could cover the following:

- 1st Discussion – Covers the assessment criteria within the Learning Outcomes 1, 2, and 3.
- 2nd Discussion – Covers the assessment criteria within the Learning Outcomes 4, 5 and 6.
- 3rd Discussion – Covers the assessment criteria within the Learning Outcomes 7 and 8.

The 2nd and 3rd discussion could be combined if preferred and suitable to do so.

When carrying out the discussion, it is important set some scenarios eg:

- “If you were planning an assessment to cover...”
- “How would you deal with ...?”
- “What if...”?

When assessing this unit in conjunction with either of the following units:

- A2 Assess Occupational Competence in the Work Environment
- A3 Assess Vocational Skills, Knowledge and Understanding

the process may be holistic and the discussions can be based around the performance evidence produced by the Assessor Learner.

For units A2 Assess occupational competence in the work environment and A3 Assess vocational skills, knowledge and understanding evidence for all learning outcomes must come from performance in the work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

Carrying out a Discussion

When carrying out a discussion, BIIAB recommends that discussions are kept to 20 minutes or less. For this length of discussion there is no requirement to breakdown the discussion, detailing at which point of the discussion each Assessment Criteria has been covered. However, for discussions longer than 20 minutes, a breakdown is required. 20 minutes is a lengthy period of time for a discussion

and if it is expected to take longer than this, the BIIAB recommends that the Assessor plans to conduct two separate discussions.

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.

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

For full details of the BIIABs appeals procedure please refer to www.biiab.org

12. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

13. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

14. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template.
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)

- Records of questioning
- Other.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org.

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

15. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager are giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

16. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as 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. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 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, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

17. Mandatory Units

The following units are mandatory for this qualification.

Unit Title	Understanding the principles and practices of assessment	
BIIAB Reference	A1	
Level	3	
Credit Value	3	
GLH	24	
Unit Reference No.	D/601/5313	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles and requirements of assessment	1.1 1.2 1.3 1.4	Explain the function of assessment in learning and development Define the key concepts and principles of assessment Explain the responsibilities of the assessor 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 3.2 3.3 3.4 3.5	Summarise key factors to consider when planning assessment Evaluate the benefits of using a holistic approach to assessment Explain how to plan a holistic approach to assessment Summarise the types of risks that may be involved in assessment in own area of responsibility Explain how to minimise risks through the planning process
4 Understand how to involve learners and others in assessment	4.1 4.2 4.3 4.4	Explain the importance of involving the learner and others in the assessment process Summarise types of information that should be made available to learners and others involved in the assessment process Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning Explain how assessment arrangements can be adapted to meet the needs of individual learners
5 Understand how to make assessment decisions	5.1 5.2	Explain how to judge whether evidence is: • sufficient • authentic • current 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 6.2 6.3	Evaluate the importance of quality assurance in the assessment process Summarise quality assurance and standardisation procedures in own area of practice 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 7.2	Explain the importance of following procedures for the management of information relating to assessment Explain how feedback and questioning contribute to the assessment process

Unit Title	Understanding the principles and practices of assessment	
BIIAB Reference	A1	
Level	3	
Credit Value	3	
GLH	24	
Unit Reference No.	D/601/5313	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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

Unit Title	Assess occupational competence in the work environment	
BIIAB Reference	A2	
Level	3	
Credit Value	6	
GLH	30	
Unit Reference No.	H/601/5314	
Learning Outcome - The learner will:	Assessment Criterion - 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

Unit Title	Assess vocational skills, knowledge and understanding	
BIIAB Reference	A3	
Level	3	
Credit Value	6	
GLH	30	
Unit Reference No.	F/601/5319	
Learning Outcome - The learner will:	Assessment Criterion - 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: <ul style="list-style-type: none"> • 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

18. Initial registration

Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject appertaining to the operation of licensed premises and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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