



ASA LEVEL

3

**CERTIFICATE IN
ASSESSING VOCATIONAL
ACHIEVEMENT (QCF)**

(QAN): 600/4793/8

Qualification Specification

National Governing Body

About ASA Qualifications

The ASA is the leading provider of aquatic qualifications in England and is recognised by employers for setting the industry standard in providing learners with the knowledge and skills to perform successfully in the workplace. As an Awarding Organisation (AO) we are recognised and regulated by the Office of Qualifications and Examinations Regulator (Ofqual) to offer vocational qualifications. From Level 1 to Level 4 we verify learners have been assessed fairly and accurately, confirm the necessary units have been completed and certificate those qualifications achieved.

The full list of qualifications awarded by the ASA AO is available on request or can be viewed on the Register of Regulated Qualifications using the following link:

- [Qualifications](#)

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Publication

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ASAL3CAVA/2012/V2

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Section 1 - About this publication

Welcome to the Qualification Specification for the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF).

Awarded by the ASA AO, this qualification provides learners with an introduction to assessment in a wide range of environments.

Divided into five sections, this specification has been designed for ASA Approved Centres (ACs) and learners and provides essential information needed to offer the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF).

About the qualification

This section will provide information that will help ACs to understand the qualification in terms of structure, content and opportunities for career progression.

Learner information

This section outlines the registration process and progression rates.

AC requirements

This section outlines the requirements an AC must meet to deliver this qualification. It also provides relevant information for delivery and assessment and highlights the need and importance of quality assurance.

Delivering the qualification

This section contains information to be used for the delivery and assessment of this qualification. This area also ensures ACs are aware of the ASA AOs requirements.

Supporting information

This section contains any additional information that will help support ACs in the effective delivery of this qualification.

Overview of the qualification

Qualification Title: ASA Level 3 Certificate in Assessing Vocational Achievement (QCF)

Qualification accreditation number (QAN): 600/4793/8

Total number of credits: 15

Guided learning hours (GLH): 84

Award level: 3

Operational start date: 01 April 2012

Review date: 30 April 2015

The learner must achieve a total of **15** credits from all **three** mandatory units.

Qualification objective

The ASA Level 3 Certificate in Assessing Vocational Achievement (QCF) is intended for those practitioners who assess learners' vocational skills, knowledge and understanding in the work environment and in other environments such as classroom, workshop or training.

This qualification is nationally recognised and has been developed based on the National Occupational Standards (NOS) for Learning and Development. These standards are a series of statements which describe what competent tutors, trainers and assessors should do as part of their job. They cover all main aspects of the occupation, including the knowledge and understanding that underpins competent performance.

Assessment

Learners can be assessed using a combination of methods, such as observation, examination of products, oral and written questioning, professional discussion and assignments / case study. Unit 1 must use methods appropriate to the assessment of knowledge and understanding. Units 2 and 3 require the learner to be observed conducting a range of different assessment methods – the details are outlined in the appendices. Other methods of assessment can be used in Units 2 and 3.

Achievement of this qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to assess within vocational education and training using a range of assessment methods.

Structure of the qualification

Units, credits and levels

The ASA Level 3 Certificate in Assessing Vocational Achievement (QCF) is made up of the following units:

Unit number:	Unit title:	Reference number:	Unit level:	Credit value:
CAVA1	Understanding the Principles and Practices of Assessment	D/601/5313	3	3
CAVA2	Assess Occupational Competence in the Work Environment	H/601/5314	3	6
CAVA3	Assess Vocational Skills, Knowledge and Understanding	F/601/5319	3	6

These units enable learners to:

- Identify the principles and practices of assessment
- Adopt an integrated approach to the theory and practice of assessment
- Develop an awareness of their professional role and responsibilities as assessors
- Develop confidence, communication and interpersonal skills
- Reflect on their own previous or current levels of experience, practice and skills, and areas for development.

The learning outcomes and assessment criteria for these units can be found on the pages that follow.

Rules of Combination

The following rules of combination are to be adhered to for this qualification:

1. Qualification credit value: a minimum of 15 credits
2. Mandatory unit credit: 15 credits
3. This qualification is not designed to include credit from other QCF units
4. No credits can be imported from other QCF qualifications

It is the Approved ACs responsibility to ensure the rules of combination are adhered to.

Learner entry requirements

There are no formal entry requirements and learners do not have to have any prior experience of assessing. However, all learners are required to be at least 19 years of age to register for this qualification and are required to demonstrate they have appropriate skills and knowledge in the subject they will be assessing.

Structure of the qualification

The units

Each unit is divided into **Learning Outcomes**. These are defined as “A statement of what a learner can be expected to know, understand or do as a result of the process of learning” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

These learning outcomes are divided into **Assessment Criteria**. These are defined as “*Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved*” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

Qualification and unit assessment

In order to achieve a unit the learner will need to meet **all** of the learning outcomes. Therefore, in order to achieve the full qualification learners will need to complete and achieve **three** units of this qualification.

There are no grading criteria in the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF). The qualification is either pass or refer.

About the qualification

Unit CAVA1

Unit Title: Understanding the Principles and Practices of Assessment

Reference Number: D/601/5313

Credit Value: 3

GLH: 24

Unit aim: The aim of this unit is to develop an understanding of the underpinning principles and practices of assessment.

Learning Outcomes The learner will:	Assessment Criteria 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 assessment in own area of practice
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: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair

About the qualification

Unit CAVA1

Unit Title: Understanding the Principles and Practices of Assessment

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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

Assessment

Learners will be required to demonstrate their knowledge and understanding associated with this unit. All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding – for example, oral or written questioning, professional discussion, assignments, case studies or projects.

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.

Guidance

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral – and professional.

About the qualification

Unit CAVA2

Unit Title: Assess occupational competence in the work environment

Reference Number: H/601/5314

Credit value: 6

GLH: 30

Unit aim: The aim of this unit is to develop the skills and knowledge of assessment practice to enable practitioners to assess learners in their real work environment using assessment methods such as observation, examination of products of work, questioning and discussion with the learners.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>1 Be able to plan the assessment of occupational competence</p>	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <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 <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to learners</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements</p> <p>1.4 Identify opportunities for holistic assessment</p>
<p>2 Be able to make assessment decisions about occupational competence</p>	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <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 <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3 Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

About the qualification

Unit CAVA2

Unit Title: Assess occupational competence in the work environment

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>4 Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

Assessment

Learners will be observed (by a qualified assessor) conducting the following assessments in the work environment:

- Observation of a learner's performance in the work environment
- Examining products of work of the learner
- Questioning the learner.

Other assessment methods, for example questioning or professional discussion, will be used to assess the learner's ability to use the following assessment methods in the work environment:

- Discussion with learner
- Use of others (witness testimony)
- Looking at learners' statements
- Recognition of prior learning.

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.

Guidance

Learners must be observed twice (as a minimum) conducting the assessments in the work environment.

About the qualification

Unit CAVA3

Unit Title: Assess vocational skills, knowledge and understanding

Reference Number: F/601/5319

Credit value: 6

GLH: 30

Unit aim: The aim of this unit is to develop the skills and knowledge of assessment practice to enable practitioners to be able to assess the skills, knowledge and understanding of learners in non-work related environments such as workshops or classrooms. The assessment methods included within the unit are assessments in simulated environments, skills tests, oral and written questions and assignments / projects.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>1 Be able to prepare assessments of vocational skills, knowledge and understanding</p>	<p>1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> • assessment of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning <p>1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p>
<p>2 Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>2.1 Manage assessment of vocational skills, knowledge and understanding to meet assessment requirements</p> <p>2.2 Provide support to learners within agreed limitations</p> <p>2.3 Analyse evidence of learner achievement</p> <p>2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 Follow standardisation procedures</p> <p>2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues as required</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>

About the qualification

Unit CAVA3

Unit Title: Assess vocational skills, knowledge and understanding

Learning Outcomes The learner will:	Assessment Criteria The learner can:
<p>4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>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</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 Evaluate own work in carrying out assessment of vocational skills, knowledge and understanding</p> <p>4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.</p>

Assessment

Learners must be observed (by a qualified assessor) conducting at least three of the following assessments of other learners:

- Assessments of the learner in simulated environments
- Skills tests
- Oral and written questions
- Assignments
- Projects
- Case studies
- Recognition of prior learning

Other assessment methods, for example questioning or professional discussion, will be used to assess learner's ability to use other assessment methods not observed.

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.

Guidance

Learners must be observed twice (as a minimum) conducting the assessments in non-work related environments such as a classroom or workshop.

SECTION 2 – Learner information

Registration

Once learners are registered with the AO they have 18 months to successfully complete their qualification. If an extension to registration is required the AC should contact the AO to request this. Each individual case will be viewed on its' merits. Extensions are usually for a period of six months.

Progression

If the learner is not already a qualified teacher in the lifelong learning sector, they may progress to the ASA Level 3 Award in Education and Training (QCF) qualification. Subsequently, learners may then progress to the ASA Level 4 Certificate in Education and Training (QCF) qualification.

On completion of the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF) learners may progress into the quality assurance field. Having gained experience and developed their practice as an assessor, learners may work towards achievement of internal quality assurance qualifications.

SECTION 3 – AC requirements

AC Approval

Only ASA approved organisations can offer ASA qualifications.

Those organisations approved by the ASA AO are referred to as Approved Centres (ACs).

Organisations without ASA approval

Those organisations that wish to offer ASA qualifications and do not have approval to do so will need to apply to the ASA AO to become an AC.

To become an ASA AC, organisations are required to meet a set of quality standards and eligibility criteria. This is known as the AC approval process. ACs will also need to apply for approval to offer specific ASA qualifications; this is known as the qualification approval process. In order to offer the Level 3 Certificate in Assessing Vocational Achievement (QCF) organisations will need to apply to the ASA AO for ASA AC **and** Qualification Approval. This can be done in the same application.

Full details of the above processes, along with the relevant application forms are available for download from the ASA website: **Providing ASA qualifications – A Guide to AC and Qualification Approval.**

ACs with ASA approval

If not already approved, accredited ACs will need to gain qualification approval, to offer the Level 3 Certificate in Assessing Vocational Achievement (QCF). All the relevant information is available in: *Providing ASA qualifications - A Guide to AC and Qualification Approval.*

ACs should familiarise themselves with the structure, content and assessment requirements of this qualification prior to planning the learning programme.

Workforce

In order to deliver, assess and quality assure (internally verify) this qualification it is important for centres to have and utilise its resources effectively, in other words, have the right people in the right place at the right time. An awareness and understanding of the aquatics industry will be advantageous but is not essential.

Tutors

The role of the tutor is to plan and deliver an appropriate learning programme of activities that prepare learners for assessment. Tutor delivering the qualification should:

- Hold the current ASA tutor licence (and assessor licence if applicable)
Have the appropriate occupational expertise and be technically knowledgeable in Learn to Swim environment by holding a UKCC endorsed qualification in teaching aquatics
- Hold a relevant teaching qualification. For example: Level 3 in Education and Training (QCF) Post Graduate Certificate of Education (PGCE), Certificate of Education (Cert Ed), Level 3/ 4 in Preparing to Teach in the Lifelong Learning Sector (QCF), Level 3/ 4 Certificate in Teaching in the Lifelong Learning Sector (QCF), Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) or other teaching qualifications as per the SVUK tariff
- Have up-to-date working knowledge and experience of best practice in a Learn to Swim environment
- Have excellent inter-personal skills
- Be able to communicate effectively with learners.

Assessors

Assessments of learners delivering their sessions in a work-related environment will be conducted by an assessor. The role of the assessor is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors are to only assess qualifications in their acknowledged area of technical and occupational expertise, therefore, individuals assessing the qualification are required to meet the below criteria.

Assessors must hold:

- Hold the ASA assessor licence
- Level 3 Certificate in Assessing Vocational Achievement (QCF) or,
- Equivalent qualifications such as A1/2 or D32/33 qualifications

Please note: The same person can be a tutor or an assessor as long as they meet the requirements set out above

Individuals who do not meet the above criteria for tutors/assessors and, more importantly, do not hold the required qualifications, are not permitted to deliver this qualification. Those wishing to become a tutor/ assessor will need to contact workforcesupport@swimming.org for further information about the process.

Internal Verifiers

The role of the Internal Verifier (IV) is to monitor the assessments to ensure the accuracy and effectiveness of activities and the accuracy and consistency of assessment decisions are maintained. Additionally, the IV can also provide support and guidance to assessors. Individuals internally verifying the qualification are required to meet the following specific criteria for the role:

- Be a holder of an appropriate internal verifiers qualification (D34, V1 or Level 4 Internal Quality Assurance (QCF) qualification (2010 onwards) and
- Have current experience of conducting internal quality assurance procedures.

Please note: IVs cannot quality assure their own assessments.

The conditions stated are the minimum requirements individuals must meet in order to fulfil the role(s) of tutor, assessor or IV.

Centres may have further criteria and personnel requirements in addition to the above.

Continuing professional development (CPD)

Centres are expected to support their workforce by ensuring:

- their knowledge remains current,
- they demonstrate best practice in delivery, mentoring, training, assessment and verification,
- they take into account any national or legislative developments.

These may include: observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences.

Further opportunities for CPD may be found on the ASA CPD directory on the ASA website.

Resources

ACs are responsible for ensuring the learning environments selected are appropriate for use in the delivery and assessment of this qualification.

Training room

Appropriate rooms are required for the delivery and assessment of this qualification and should be large enough to accommodate the number of learners and varied delivery methods. The room should have good use of natural light; have minimal ambient noise and appropriate temperature control to provide a comfortable learning environment. There should be adequate tables and chairs for learners to be able to sit comfortably and undertake written work.

The equipment needed, as a minimum, should be inclusive of:

- Flip charts (x2) with paper and pens
- A data projector and projection screen
- Access to internet connection

Learners should be able to access refreshments. If it is not possible to provide these facilities on site it must be clearly stated in the information provided to the learner by the AC.

Practical facilities

A suitable facility that meets the needs of the assessment and qualification requirements.

Learning environment

It is at the discretion of the AC to determine the most appropriate learning environment for delivery and assessment. Learners may be managed in small or large groups or individually. AC's must consider tutor:learner ratios depending on the space available, ensuring it is in accordance with appropriate health and safety requirements.

Qualification administration and process

Administration

Full details of the AOs administrative procedures for this qualification are provided in the AC Guidance pack. This information includes details on:

- Registration procedures
- Fees
- Claiming certification.

ACs should be aware of the time constraints regarding registration and certification periods, as specified on the ASA website (www.swimming.org/asa/teaching-and-coaching). ACs should follow all administrative guidance carefully, particularly noting that fees, registration and certificate end dates are subject to change.

Registration

Learners must be registered prior to the start date of their learning programme. ACs should submit registrations using the Learner Registration form to the relevant AO Administrator.

Following registration, an email will be issued by the ASA AO to the AC. This will confirm the *Learner Registration Form* has been received and processed. If there are any problems in the registration process, these will be identified and communicated to the AC who will be required to act upon them immediately.

Certification

When all assessments for the qualification have been passed by the course tutor, assessor and internally sampled (externally verified prior to first certification claim, selected for sampling or following sanctions), learner results should be submitted to the ASA AO via completion of the *ASA Learner Achievement Summary form*.

Learners successfully achieving all assessments for this qualification will be issued with the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF). The qualification title, along with the QCF qualification accreditation number and unit titles will appear on learner's certificates. Learners should be made aware of this when they are recruited by the AC and registered with the ASA AO.

Recognition of Prior Learning (RPL)

RPL is defined as: 'A method of assessment (leading to the award of credit) 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' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).

The implementation of RPL prevents a learner from being repeatedly assessed for skills or knowledge they already possess, therefore, any previous achievements or relevant experiences obtained through various environments (e.g. formal work, at home and/or in leisure), are applicable for RPL consideration as long as the standards and requirements detailed in the unit specification and assessment criteria are met.

Credit will be awarded once the learner has successfully demonstrated and evidenced to the assessor that they meet the assessment criteria of the unit. Therefore the use of RPL is acceptable for accrediting a unit, units or whole qualification without the learner having to complete the course.

RPL is an alternative route and *not a shortcut* to attaining the qualification. Claiming RPL is the learner's responsibility. Any claim for RPL is to be submitted against a whole unit / units only, partial completion of a unit /units cannot and will not be accepted nor credited.

Credit Accumulation and Transfer (CAT)

CAT is 'the process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

Learners who have gained a QCF qualification from another awarding organisation may be eligible to transfer the credits gained to count towards achievement of an ASA qualification. It is recommended learners consider this route if they have already completed units contained within a QCF qualification to avoid any unnecessary duplication of learning.

To apply, learners should complete the CAT application form found on the ASA website and submit this to the ASA AB along with a copy of the qualification and the processing fee.

SECTION 4 – Delivering the qualification

Delivery

Initial assessment

An initial assessment of each learner wishing to register onto this qualification should be made prior to the start of their learning programme. The purpose of conducting an initial assessment for every learner is to:

- Recognise any prior learning relevant to the qualification
- Identify any support needs – including literacy, language, numeracy and ICT skills
- Understand the aspirations of the learner and their long-term plan.

The format and content of this assessment is the decision and responsibility of the AC.

From this assessment the results should identify what support the AC needs to provide or what training is required further by the learner to enable them to pursue the qualification. Any support or guidance provided should be recorded within the learner's individual learning programme (ILP).

Induction

All learners should receive an appropriate induction to the programme to ensure they understand the requirements of the qualification, their responsibilities as learners and what they should expect from the tutor and AC.

Information about the requirements of the qualification and the responsibilities of the learner and AC are outlined in the supporting resources for this qualification. Learners should be signposted to this information and the induction should utilise this resource.

Access arrangements and special considerations

The ASA AOs policy on access arrangements and special considerations for ASA qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for ASA qualifications, which can be found on the ASA website (www.swimming.org/asa/teaching-and-coaching).

Learning programmes

The ASA AO will not dictate how ACs are to deliver this qualification. Guidance from Learning and Skills Improvement Service (LSIS) suggests that the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF) qualification requires 84 GLH; however, ACs should note this is guidance. It is at the ACs discretion as to how delivery of this qualification is managed. As long as the requirements of the qualification can be met, ACs have the flexibility to deliver this qualification in whatever way, and in as many hours, as they deem appropriate. When planning the learning programme ACs must ensure the learning programme meets the needs and capabilities of the learner and also the all learning outcome and assessment criteria can be achieved.

There is no requirement to deliver the units of this qualification in the order they appear within the structure or within this specification; the qualification can be delivered holistically. Therefore, as long as ACs plan an appropriate learning programme that meets the qualification requirements as identified in the specification, the order in which the units are delivered does not matter.

It is recommended that all learners receive an induction to the qualification – as outlined previously – and, receive some face-to-face teaching. Ideally, learners for this programme should also have the opportunity to practice their assessing skills and apply the learning from the programme into practice. Where accessible, ACs should consider providing information through a blended learning approach; combining face-to-face teaching, e-learning, self-study and/or distance learning resources with the applied practice in the work environment.

Assessment

Summary of assessment requirements

The assessment requirements for this qualification were developed by LSIS in partnership with employers, training providers, AOs and the regulatory authorities. The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- Meet the assessment criteria and
- Achieve the learning outcomes

To successfully achieve a unit learners must:

- Achieve all the specified learning outcomes
- Satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- Show that the evidence produced is their own – authentic

To achieve the qualification:

- Learners must complete all assessment tasks and satisfy the requirements of **all three units** in order to achieve and be awarded the qualification.

Holistic assessment

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. This holistic approach to assessment is encouraged of all ACs. It is therefore not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates – this can be supported by the AC.

All evidence produced should be word-processed or legibly handwritten in ink and must be made available to the tutor/assessor so they can make an informed judgement as to whether the evidence satisfies the criteria. Subsequently, this evidence may be required by internal and external verifiers dependent on the quality assurance strategy agreed with the AC and with the ASA AO.

ACs should ensure the methods of assessment are planned at appropriate points during the learning programme. Marking and feedback should take place within two weeks of submission of any assessment. It is recommended ACs inform learners of the methods of assessment to be adopted early in the learning programme that will allow for formative assessment and ongoing internal verification.

All the assessments created by ACs should be reliable and fit for purpose, and should be built on the assessment criteria and referenced accordingly. Assessment tasks and activities should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through quality assurance prior to being used.

Please note: All assessments must be completed and assessed within the learners period of registration. ACs should advise learners of any internal timescales for the completion and review of individual assessments.

CAVA1 Understanding the Principles and Practices of Assessment

This is a knowledge-based unit and will assist those learners who wish to understand the underpinning principles and practices of assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. This may include written or oral questioning, discussion with the learner or assignments, case studies or projects. Assessment methods must be valid, reliable and fair and meet the requirements of the unit and the learners' needs.

CAVA2 Assess Occupational Competence in the Work Environment

This is an applied unit for those practitioners who assess learners in their real work environment and who use assessment methods such as observation, examination of products of work, questioning and discussion with the learners.

It is a requirement of this unit that the learner must be observed (by a qualified assessor) conducting the following assessments in the work environment:

- Observation of a learners performance in the work environment
- Examining products of work by the learner
- Questioning the learner.

Learners will be assessed using the following methods – observation, examination of products of work and questioning.

If not evidenced during the above observations, other assessment methods must be used to assess the learner's ability to use the following assessment methods in the work environment:

- Discussion with the learner
- Use of others (witness testimony)
- Looking at learners' statements
- Recognition of prior learning.

Assessment methods to assess the above might include questioning the learner, written questions, professional discussion, case study or assignment / project.

CAVA3 Assess Vocational Skills, Knowledge and Understanding

This is an applied unit for those who assess the skills, knowledge and understanding of learners in non-work related environments such as workshops or classrooms and who use assessment methods such as assessments in simulated environments, skills tests, oral and written questions and assignments/projects.

It is a requirement of this unit that the learner must be observed (by a qualified assessor) conducting at least three of the following assessments of other learners:

- Assessments of the learner in simulated environments
- Skills tests
- Oral and written questions
- Written Assignments/Projects
- Case studies
- Recognition of prior learning.

Learners will be assessed using the following methods – observation, examination of products of work and questioning.

If not evidenced through the above observation, other assessment methods must be used. These might include questioning the learner, written questions, professional discussion, case study or assignment / project.

Reassessment procedures

If a learner is unsuccessful in any element of assessment the AC should offer the learner up to two additional opportunities for reassessment for the units, or areas, they were unsuccessful in.

Please note: Opportunities for reassessment are only available within the learner(s) registration period.

Should a learner be referred in any part of assessment the AC should:

- Arrange additional support for the learner, **or**
- Inform the learner of the right to appeal, as outlined below
- Guide the learner towards a more suitable qualification.

Assessment verbs

The following assessment verbs are used throughout the units in this qualification and are to be used to help support the learners in the quantity of information required

Verb	Definition
Apply	Put to use especially for some practical purpose
Compare	Examine the area/participants of focus highlighting similarities and differences
Describe	Paint a picture in words
Explain	Give reasons
Identify	Provide information in a brief uncomplicated form or produce a list
Indicate	Point out
Justify	Provide valid reasoning
Outline	Identify the main features of something
Plan	Set of decisions about how to do something
Provide	Give, offer, create, bring or find
Reflect	Think carefully, especially about possibilities and opinions
Summarise	Express the most important facts or ideas
Understand	Comprehend the meaning of a concept or idea

Quality assurance

In order to deliver and assess ASA qualifications approved ACs must meet and maintain certain requirements. These requirements are assessed by the ASA through:

- External verification
- Internal verification

External verification

There are two key purposes of external verification:

1. To ensure accurate assessment
2. To assess the effectiveness of the ACs procedures to ensure that assessment is accurate (internal verification).

In order to monitor this, the AO will allocate external verifiers to registered courses. The external verifier will request a sample of assessed work and evidence of completed internal verification. The external verifier will then assess the effectiveness and accuracy of these and make a judgement. This judgement will either allow or block certification of ASA courses. Further sampling and visits may take place and the frequency and size of external verification sampling will depend on the quality of the sample received initially.

Internal verification

All ACs offering ASA qualifications need to have effective internal verification processes in place to ensure that learners are assessed fairly and consistently, and that national standards are being met. The AC decides on the internal verification processes that are implemented. The AO can offer guidance and support however it is the responsibility of the AC to decide how they implement internal verification to ensure it is effective.

The AO will check that effective internal verification processes are in place through both the AC review and external verification systems.

It is the AC's responsibility to develop their own internal and external verification guides that meet the requirements of the qualification. Further support can be provided by contacting the quality assurance team.

Requirements

Recruitment and access

The ASA are fully committed to effective equality and diversity and will ensure ACs have policies and practices in order to further support this through the approval and AC review process.

Learners are enrolled on ASA qualifications through approved ACs; the ASA requires that ACs recruit with honour and integrity. The approved AC is required to carry out effective induction procedures to ensure the learner is enrolled onto the appropriate course for them.

Special considerations and reasonable adjustments

Reasonable adjustments can be applied for learners with special considerations. These are highlighted in the **Policies and Operations Manual for: ACs Approved to Deliver ASA Qualifications**. The effective application of reasonable adjustments is the ACs responsibility and will be monitored during the annual approval visit.

Qualification withdrawal policy

In the unlikely event that the AO withdraws this qualification before its intended date of expiration the AO will give six months notice of this to approved ACs and all learners will be able to complete their qualification as agreed as part of their registration period.

Further support and training

The ASA are committed to offering training and ongoing support to ACs.

In addition the ASA offers an annual training programme that supports all those involved in the delivery and assessment of ASA qualifications. This training programme is emailed to all ACs on a regular basis and through the updates and circulars that are also distributed frequently. These can be viewed on the **ASA website**.

Contacts for support are:

Registrations and results	Awarding Organisation	awardingbody@swimming.org
Approval visits/external verification	Quality Assurance	qualityassurance@swimming.org

SECTION 5 - Suggested reading

The following texts have been suggested as further reading for this qualification. Please note, this list is not exhaustive and you and your workforce should direct learners to any additional text they may find relevant that will enhance their learning and assist them with the attainment of the ASA Level 3 Certificate in Assessing Vocational Achievement (QCF).

Introductory texts

Title:

Gravells A (2012) Achieving your TAQA Assessor & Internal Quality Assurer Award London Learning Matters

ISBN-10: 085725717X

Gravells A (2011) Principles and Practice of Assessment in the Lifelong Learning Sector London Learning Matters

ISBN-10: 0857252607

Read H (2011) The best assessor's guide, Read On Publications

ISBN-10: 1872678262

Tummons J (2011) Assessing learning in the lifelong learning sector Learning Matters

ISBN-10: 0857252682

Glossary

This table gives definitions for terms and acronyms used in this document.

Abbreviation / Term	Definition
AC	Approved Centre
ACL	Adult and Community Learning
AO	Awarding Organisation
ATLS	Associate Teacher in the Lifelong Learning Sector
Credit	One Credit equates to ten notional hours of learning (QCF)
FE	Further Education
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
Lifelong Learning Sector	This is the post-16 education sector, not including the higher education sector. The sector includes FE Colleges, private training providers (of work-based and vocational learning), community learning environments (inc. adult [ACL] and family learning) and in-house training environments. <i>Note: The sector also includes those environments of learners aged 14+ who are working towards a vocational qualification</i>
LSIS	Learning and Skills Improvement Service
Microteaching	A training technique where group members prepare and deliver a short session and evaluate their practice with an Assessor who assesses delivery
QCF	Qualifications and Credit Framework
QTLS	Qualified Teacher in the Lifelong Learning Sector
ROC	Rules of Combination
RPL	Recognition of Prior Learning (formerly APL)
SSC	Sector Skills Council
Teacher	This is a generic term used within the Lifelong Learning Sector that covers teachers, Tutors, trainers, lecturers and instructors
WBL	Work Based Learning