

An introduction to the Assessor units

Level 3

Certificate in Assessing Vocational Achievement (CAVA)

- Consists of three units: (one knowledge and two performance)
- *Understanding the principles and practices of assessment*
- *Assess occupational competence in the work environment*
- *Assess vocational skills, knowledge and understanding*

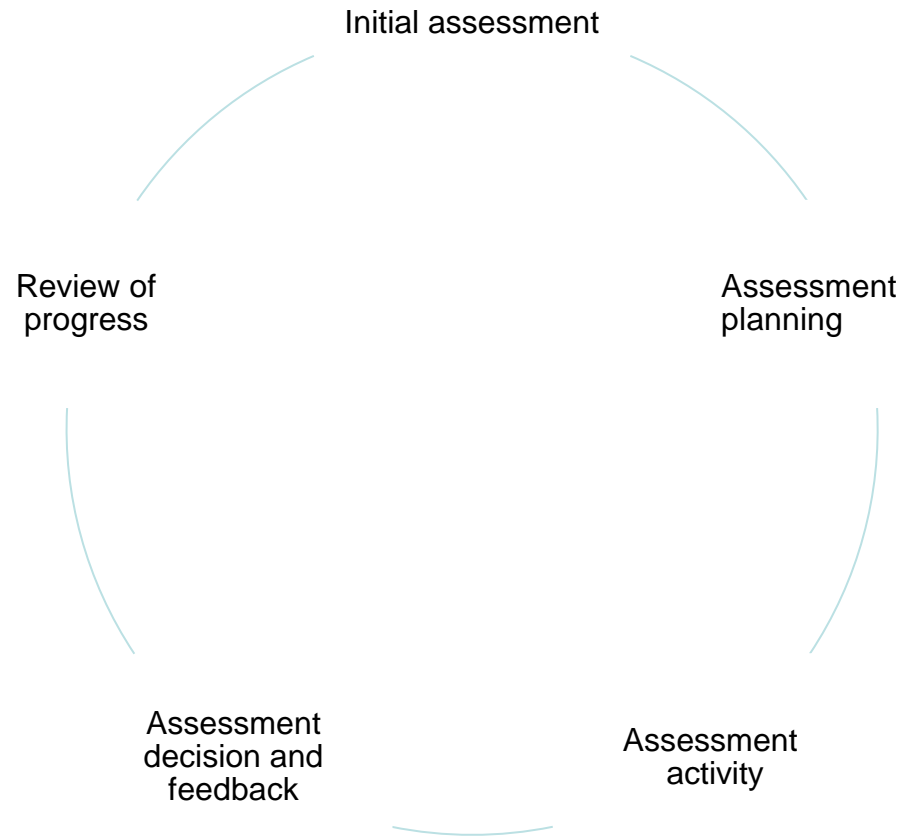
Achieving the units

- You will need to complete 3 written assignments for each unit
- You must carry out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).
- You will need to keep all records relating to the assessment activities you undertake i.e. assessment plans, observation reports, decision and feedback records

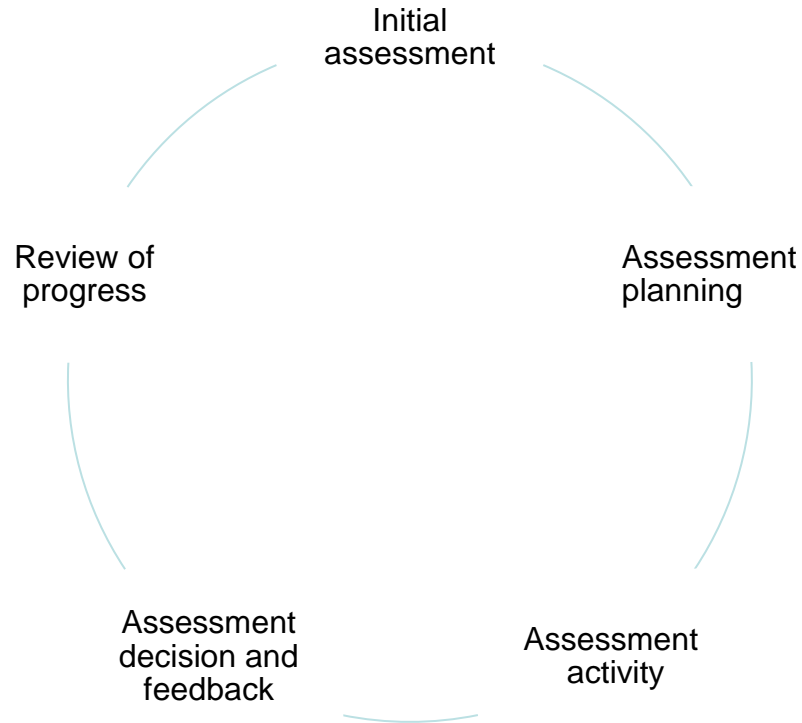
Achieving the units

- Your assessor will agree an action plan with you as to what you will do and when
- You will be formally observed with your learners
- You will receive feedback regarding your progress
- You may need to have your decisions countersigned by another qualified assessor in the same subject area as yourself

Assessment cycle

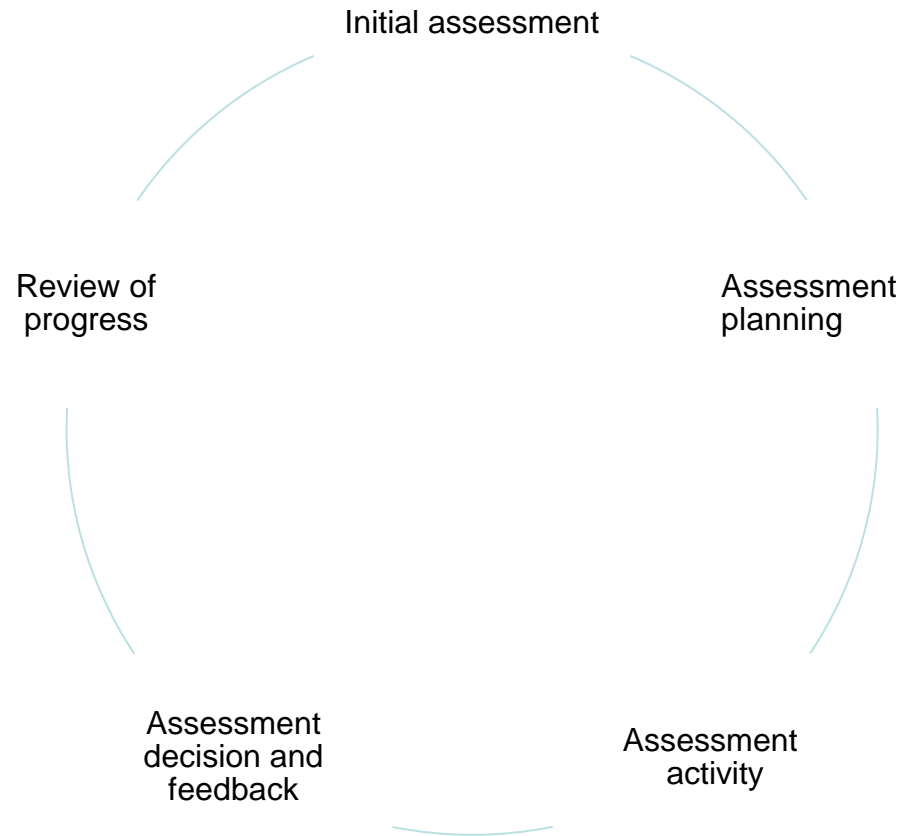


Assessment cycle



What activities could you carry out for each aspect of the cycle?

Assessment cycle



Initial assessment

- Ascertaining information regarding your learners: for example, any specific assessment requirements they may have or any further training and support that they may need. This information can be obtained in a range of ways, for example, application forms, interviews, diagnostic tests and discussions.
- This process might not always be carried out by you but the information obtained must be passed on to you.
- Initial assessment is known as assessment *for* learning, because it helps prepare learners *for* assessment and identifies their potential.

Assessment planning

- Agreeing suitable types and methods of assessment with learners, setting appropriate target dates and involving others as necessary, such as colleagues, witnesses or workplace supervisors.

Assessment activity

- Using relevant approaches and activities, for example, observation, questioning, assignments or gathering appropriate evidence of competence.
- Assessment can be formative (usually ongoing and informal to check progress e.g. a discussion) and/or summative (usually at the end and formal e.g. a test).
- Summative assessment is often known as assessment *of* learning because it counts towards the achievement *of* something.

Assessment decision and feedback

- Making a judgement of success or otherwise or allocating a grade and advising how to achieve a higher grade in future.
- Providing constructive and developmental feedback and agreeing upon any further action that may be necessary.

Review of progress

- Reviewing progress and achievement and discussing any other issues that may be relevant to the learning and assessment process.
- The cycle will then begin again with an initial assessment regarding the next topic or unit of the qualification.
- Throughout the cycle, standardisation of assessment practice between assessors should take place; this will help ensure the consistency and fairness of decisions and that everyone interprets the requirements in the same way.
- All assessors should maintain their continuing professional development (CPD) and follow legal and organisational requirements.
- If the qualification is accredited by an awarding organisation, internal and external quality assurance must take place to ensure assessment is effective.

Reading list

- Gravells A (2021) *Principles and Practices of Assessment* London Learning Matters SAGE
- Mansell S (2020) *50 Assessment Approaches* London Learning Matters SAGE
- Ollin R & Tucker J (2019) *The Vocational Assessor Handbook* London Kogan Page
- Read H (2016) *The Best Assessor's Guide* Bideford Read On Publications Ltd