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WAMITAB Assessment Strategy: Pre-Employment Qualifications Suite

WAMITAB Entry Level Award in Preparing for Employment (Entry 2) (QCF)
WAMITAB Entry Level Award in Preparing for Employment (Entry 3) (QCF)
WAMITAB Level 1 Award in Preparing for Employment (QCF)
WAMITAB Level 2 Award in Preparing for Employment (QCF)



Waste Management Industry
Training and Advisory Board

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Centre Requirements

This assessment strategy has been designed specifically for the qualifications which form part of the WAMITAB suite of Pre-Employment qualifications:

- WAMITAB Entry Level Award In Preparing for Employment (Entry 2) (QCF)
- WAMITAB Entry Level Award In Preparing for Employment (Entry 3) (QCF)
- WAMITAB Level 1 Award In Preparing for Employment (QCF)
- WAMITAB Level 2 Award In Preparing for Employment (QCF)

The Qualification Handbooks provide detailed information to aid Centres in the delivery and assessment of units.

All units are assessed by Candidate Portfolio of Evidence. All evidence to demonstrate the outcomes can be paper based, in electronic format or in a combination of both methods of submission.

WAMITAB does not enforce the use of paper-based portfolios to submit evidence of outcomes but allows Centres and Candidates to agree on the most appropriate method of presentation.

All WAMITAB Centres who wish to deliver these qualifications must complete a [Scheme Approval](#) (Form 0026 Application for Scheme Approval) process prior to being approved.

Centre's who are not currently Approved WAMITAB Centres must make complete a [Centre Application](#).

To meet the quality assurance criteria that your EV will consider in reviewing your application for approval, the Centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Trainer/Tutor
- Assessor
- Internal Verifier

Centre staff may undertake more than one role, e.g tutor and assessor or internal verifier, but must not internally verify their own assessments.

As these units will need to be taught to Candidates, the Centre will be required to provide evidence that there are trainers/tutors available who hold necessary teaching qualifications.

Teaching Requirements

All new teachers delivering publicly funded qualifications in the learning and skills sector (post 16 education – including FE, adult and community learning, work-based learning and offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework.

Teachers in Scotland, Wales and Northern Ireland should be guided by current government policy.

Trainers/Tutors must be competent and confident to a level above that which they are assessing.

Assessor/Verifier Requirements

Assessor: Whilst it is not a regulatory requirement it is considered best practice for assessors to have achieved the relevant VRQ assessment unit: *Level 3 Assess Vocational Skills, Knowledge and Understanding* or the *L3 Award in Assessing Vocationally Related Achievement*. At very least assessors should assess according to the standards set by *Level 3 Assess Vocational Skills, Knowledge and Understanding*.

- **Internal Verifier:** someone appointed by the Centre to internally moderate the Assessment standards and accuracy of the marker. This should be done by a complete re-Assessment of a sample of the work using the Assessment content and requirements. It is completely different from the Internal Verification process used for NVQ/QCF qualifications, as its purpose is to ensure consistency and accuracy of the actual Assessment using the Assessment criteria. Moderation should happen as soon as possible after the initial Assessment so that certification is not held up. The moderation should be recorded and made available to the External Moderator at the next visit or earlier if requested. Whilst it is not a regulatory requirement it is considered best practice for Internal Moderators to have achieved the relevant VRQ quality assurance unit: *Level 4 Award in Assessment Process and Practice*. At the very least Internal Moderators should quality assure to the standards set by the unit *L4 Internally Assure the Quality of Assessment*.

Centre Staff CPD

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and best practice in deliver, mentoring, training, assessment and verification remains current, and that it takes account of any legislative developments.

Candidate Entry Requirements

These qualifications are suitable for the 14-16, 16-18, 18+ and 19+ age ranges, meaning that they are available for both young people and adult learners.

There are no formal entry requirements for candidates undertaking these qualifications, however, Centres must be confident that Candidates have the potential and opportunity to achieve the qualifications successfully.

Centres will need to make an initial assessment of Candidates prior to registration to ensure that the level and unit choices are appropriate. This initial assessment should identify:

- Any specific training needs that the Candidate may have, and the support and guidance which may be required whilst undertaking the qualification.
- Any units the Candidate may have already completed, or credit accumulated which is relevant to the qualification.

Whilst there are no formal entry requirements, a certain level of literacy and numeracy will be required by learners in the completion of assessment tasks. Centre personnel who undertake the initial assessment must be familiar with the qualification content and base their discussions with candidates around their abilities to complete tasks required as part of the qualification.

Learners who do not present an appropriate level of literacy or numeracy may be suitable for a Skills Development course, which can be delivered by the Centre, where resources are already in place to deliver Basic Skills qualifications. Alternatively, WAMITAB are able to deliver these qualifications to learners and will work with Centres to plan a delivery programme which can be run alongside these qualifications. Please contact Senga Hamilton Caldwell, WAMITAB Skills Development Lead Tutor and Programme Co-ordinator, for further information: senga.hamilton-caldwell@wamitab.org.uk

Centre Personnel Requirements - Vocational

Further to the requirements issued above for teaching, assessment and internal verification, Centre Personnel must be in a position to provide expert advice and guidance to learners in regard to the topics covered by the qualifications.

These qualifications include various generic aspects of employability skills and the ability to deliver these will be based upon WAMITAB EV consideration of Centre personnel experience and education. No specific qualifications or experience are specified for these aspects of the qualifications, as this can be demonstrated in a wide range of activities, but delivery and assessment personnel will be required to have a considerable level of experience in employment practices, preparing for employment, and rights and responsibilities within the workplace. During the Scheme Approval process, EV's may require to see personnel CV's and related documentation to assess suitability for delivery.

There are also several vocational aspects of these qualifications, and Centre's who are pre-approved to deliver these units as part of their ongoing WAMITAB approval will not need to provide further detail for these aspects. Centre's who do not currently offer these units will need to demonstrate that personnel hold the relevant qualifications and/or experience in the specific vocational topics covered.

All Centre staff involved in the delivery of this suite of qualifications should familiarise themselves with their structure and content. Staff should also be familiar with the WAMITAB Assessment Strategy before delivery and assessment commences.

Principles of Assessment

All assessment undertaken by the Centre must be in accordance with certain basic principles. These are:

- **Utility:** the type of assessment used must not be unduly complex and must not require an amount of time and effort on the part of the candidate or the assessor disproportionate to the outcome to be achieved.
 - **Sufficiency:** there must be enough evidence presented to satisfy the requirements of the Assessment Criteria. This may be achieved by one large piece of evidence or by several small ones but the important factor is that the candidate provides enough evidence for the Assessor (and Verifiers) to conclude that the required Learning Outcomes have been achieved.
 - **Authenticity:** any material produced by the candidate must be ascertained to be exclusively the work of the candidate presenting it. This poses a major problem when the form of assessment allows candidates access to external information sources and the quality assurance system will then have to include steps to detect plagiarism, for example; copying from books, other candidates, the internet, etc.
 - **Relevance:** the assessment process must test only that which it is proper to test, in accordance with the Assessment Criteria, and must not include anything that is not included in the Unit or test it to a higher (or lower) level than required – no matter how desirable the assessor may feel that to be.
 - **Reliability:** the assessment must provide a fair indication of the candidates' achievement as required by the Assessment Criteria. To be reliable, assessments must be designed so that the required outcome can be achieved by any candidate without the need for special knowledge not included in the Unit and that there is no in-built bias on racial, cultural, etc grounds.
 - **Realism:** the assessment must use the most suitable way of determining that the outcome is achieved, bearing in mind the nature of the outcome and its practical application.
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