

EDEXCEL NVQ

Candidate Guidance and Log Book

Levels 3 & 4
Edexcel NVQ
Assessor and Verifier Units
July 2002

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Authorised by Peter Goff

Publications Code BA012455

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Section 1 - General information about the Assessor and Verifier Units

Introducing the Assessor and Verifier Units

The qualification you are undertaking is an Edexcel Assessor or Verifier Unit.

The Awards are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a National Training Organisation (NTO) which is made up of representatives from the industry or profession and it is the NTO's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The National Training Organisation for the assessor and verifier units is:

The Employment NTO
Kimberley House
47 Vaughan Way
LEICESTER
LE1 4SG

Telephone: 0116 251 7979
Fax: 0116 251 1464
E-mail: info@empnto.co.uk
Web site: www.empnto.co.uk

Access to the Assessor and Verifier Units is open to all and you can be assessed against any individual unit. The QCA NVQ Code of Practice states that Assessors and Internal Verifiers are required to hold the appropriate assessor/verifier units within 18 months of commencing their role.

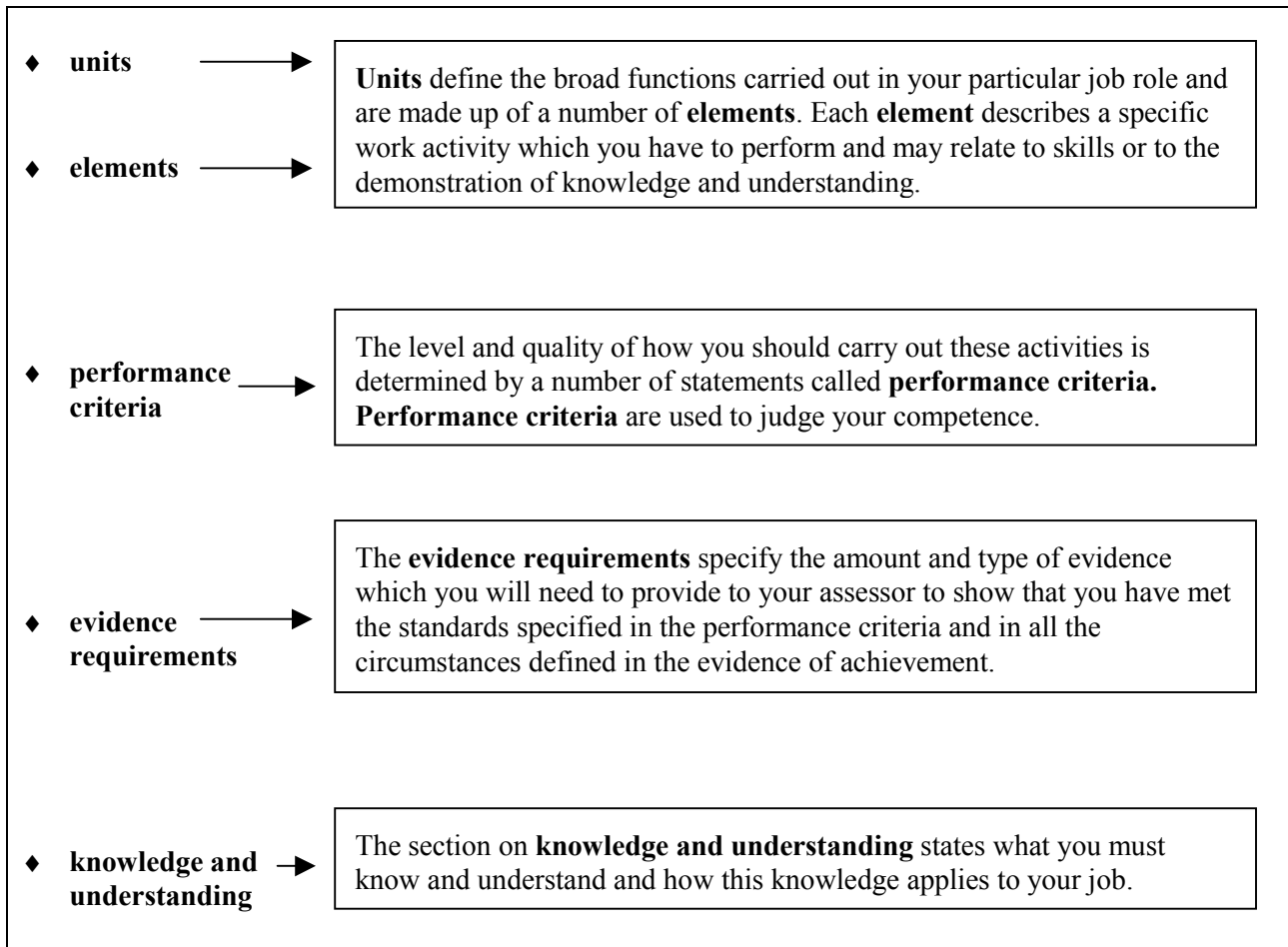
Who offers the Assessor and Verifier Units?

An organisation which offers the Assessor and Verifier Units is called a centre. This may be a school, college, university, employer, training provider or a combination of these. The centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

Edexcel is your awarding body for the Assessor and Verifier Units. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. Edexcel provides qualifications throughout the world and was formed by the merger of the Business and Technician Education Council (BTEC) and London Examinations.

What is the structure of an Edexcel Assessor or Verifier Unit?

The Assessor and Verifier units are NVQ units, which have a common structure and consist of national occupational standards which can be broken down into various parts:



If you are not yet clear about how we define standards, remember that the standards have been developed by experts with experience in management and that all candidates aiming for these particular awards are being assessed against the same standards.

You will find an example of a unit overleaf.

An example of a unit at level 3

Evidence achievement record

Unit title
The title describes a role or task.

Unit A1 Assess candidates using a range of methods

Element A1.1 Develop plans for assessing competence with candidates

Element
Each unit is made up of a number of elements. Each element describes a specific work activity that employees have to perform and the skills, knowledge or understanding required.

Performance Criteria

You must be able to do the following:

Performance Criteria
These set out what candidates must do to show they can perform the work task competently. Assessors judge candidates' performance against these criteria. All of the performance criteria need to be met.

a	Develop and agree an assessment plan with candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Agree fair, safe, valid and reliable assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identify appropriate and cost-effective opportunities for assessing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Plan for using different types of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Identify how the past experiences and achievements of candidates will contribute to the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Identify and agree any special arrangements needed to make sure the assessment process is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Identify how other people will contribute to assessments and what support they may need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Identify how to protect confidentiality and agree arrangements to deal with sensitive issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Agree how you will handle any difficulties or disputes during the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Agree when assessment will take place with candidates and the other people involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Agree arrangements with candidates for reviewing their progress against the assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Review and update assessment plans to take account of what the candidates have achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit A1 Assess candidates using a range of methods

Element A1.1 Develop plans for assessing competence with candidates

Evidence requirements:

- a) **Three assessment plans** for a minimum of **two** different candidates. Each assessment plan must:
- cover one full unit of competence which can be certified
 - indicate which assessment methods / sources of evidence
 - state how and when assessments will take place
- Over the three plans the assessor-candidate will:
- cover a minimum of four assessment methods/ sources of evidence to be used over the three assessment plans including observation of the candidates
 - provide one example across the three assessment plans which includes involving others making a contribution to the assessment process
- b) **One record** of a written or spoken explanation which:
- states the assessment methods/ sources of evidence selected to assess specific aspects of competence
 - indicates why they are valid, reliable and fair indicators of competence
 - covers a minimum of four assessment methods/ sources of evidence reviewed
 - shows how others have been involved in the assessment process and their precise contribution to the process.
- The record can be written, taped, electronic or videotaped.**
- c) **Two written reviews/outcomes** from progress reviews conducted with a minimum of two candidates, including evidence of having updated assessment plans.

Evidence requirements

These specify the amount and type of evidence that candidates need to provide to show they have met the requirements of the element.

Knowledge evidence record

Knowledge and understanding
This states what candidates must know and understand, and how this knowledge applies to their jobs.

Unit A1 Assess candidates using a range of methods

Evidence key:

Ei	Evidence Index No.	O	Observation	P	Personal Statement
WT	Witness Testimony	PD	Professional discussion	APL	Accreditation of Prior Learning
Q&A	Questions and Answers				

Knowledge, understanding and skills for this unit:

You need to be able to show that you have general knowledge and understanding of the following:

Type of Evidence

EI	O	P	WT	PD	APL	Q&A DATE
-----------	----------	----------	-----------	-----------	------------	-------------------------

The nature and role of assessments of competence

1	how to identify and use different types of evidence when carrying out assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	how to identify and compare different types of evidence when making your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	how to collect evidence in ways that are cost-effective and timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	how to collect and use evidence from candidates' prior experience and achievements within the current assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	how to develop and agree assessment plans with candidates and the other people involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	how to accurately assess performance against specific parts of a standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	how to take appropriate sources of action and help candidates develop their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	how to change assessment procedures to meet the individual needs of candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: You will be given advice on how much of evidence of achievement you need to prove through performance evidence. The remaining parts of the evidence of achievement may be covered through questioning by your assessor.

How are the Assessor and Verifier Units achieved?

When you consistently meet the standards described in the outcomes and show that you have the required skills and knowledge across the range, you can then claim that you are *competent* in each unit. You can claim certification for single units or whole awards. Your claim to competence is registered through the awarding body. The awarding body you are registered with for the Assessor and Verifier Units is Edexcel, who can be contacted at:

Edexcel Foundation,
Stewart House,
32 Russell Square,
LONDON WC1B 5DN

Telephone: 0870 240 9800
E-mail: enquiries@edexcel.org.uk

Fax: 020 7758 6960
<http://www.edexcel.org.uk>

The process of gaining an Edexcel Assessor or Verifier Unit is flexible and depends on your needs. At the beginning of the process, your assessor will review your existing competence in relation to the standards and identify the most suitable award. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an award or unit, you must:

- demonstrate you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- the accreditation of prior learning – where evidence relates to past experience or achievements
- current practice – where evidence is generated from a current job role
- a programme of development – where evidence comes from assessment opportunities built into a learning/training programme whether at, or away from the workplace
- a combination of these.

How are the Assessor and Verifier Units assessed?

Assessment is based on what you can do and involves you (the candidate), your assessor, an internal verifier and an external verifier - see 'Who does what in the Assessor and Verifier Units' on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- you can perform all the specified tasks consistently to the required standard
- you understand why you are doing things (knowledge and understanding)
- you can apply the required skills in different ways (evidence requirements).

Assessment is flexible and you can be awarded a certificate for each unit you successfully achieve, even if you do not complete the full award. The QCA NVQ Code of Practice states that Assessors and Internal Verifiers are required to hold the appropriate assessor/verifier units within 18 months of commencing their role. You and your assessor should set target dates for completing each unit. Be realistic, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in the Assessor and Verifier Units?

A number of individuals and organisations have parts to play in assessment of the Assessor and Verifier Units. Their roles have been designed to guarantee fair, accurate and consistent assessment.

<i>Who are they?</i>		<i>What is their role?</i>
Candidates	The person who wants to achieve the Edexcel Assessor or Verifier Unit - in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an Edexcel Assessor or Verifier Unit or unit(s).
Assessors*	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the national standards. Decide whether the candidate has demonstrated competence.
Internal verifiers*	Individuals appointed by an approved centre to ensure the quality of assessment within the centre.	Advise assessors and maintain the quality of assessment in a centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved centres	Organisations approved by awarding bodies to co-ordinate assessment arrangements for the Assessor and Verifier Units.	Manage assessment on a day-to-day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently competent assessors and internal verifiers.
External verifiers*	Individuals appointed by the awarding body to ensure that standards are being applied uniformly and consistently across all centres offering the Assessor and Verifier Units.	Check the quality and consistency of assessments, both within and between centres, by systematic sampling. Make regular visits to centres to ensure they still meet the criteria to deliver the Assessor and Verifier Units.

* Assessors and internal and external verifiers are required to have occupational expertise in the Assessor and Verifier Units which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an Edexcel Assessor or Verifier Unit unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor and the awarding body.

Evidence can take many forms including:

- direct observation of your performance by your assessor
- products of your work
- authenticated statement – witness testimony
- personal statement
- outcomes from questioning
- outcomes from simulation
- case studies
- assignments or projects
- Accreditation of Prior Learning (APL) – evidence from the past.

It is important that your evidence is:

- **valid** – it relates to the national occupational standard you are trying to prove
- **authentic** – the evidence, or an identified part of it (eg a report) was produced by **you**
- **consistent** – achieved on more than one occasion
- **current** – usually not more than two years old
- **sufficient** – covers all the performance and knowledge requirements laid down in the standards.

Note: You should check carefully that your evidence covers all of the above criteria - if you are in any doubt about whether to use a piece of evidence, you should ask your assessor for guidance.

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your Edexcel Assessor or Verifier Unit, you and your assessor should identify all the units and elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 9.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- descriptions of why a particular approach was used
- personal reports about the learning process
- reflective reports which include how a theory or principle was applied
- assessment interviews
- assessment tests
- responses to questioning.

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the achievement criteria and evidence of achievement during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills and knowledge and understanding which you feel is relevant to your Edexcel Assessor or Verifier Unit, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the Edexcel Assessor or Verifier Unit.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your award for things you can already do to the national standard. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on **you** telling **your assessor** what previous work experience or knowledge and understanding you have and how you think it is relevant to your award. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout the Assessor and Verifier Units, the emphasis is on the candidate being able to carry out real work activities so assessment will normally be carried out in the workplace itself. Performance of real work activities in the real working environment means that none of the performance criteria in the standards require the use of simulations. You must supply all the evidence from work you have carried out in your workplace.

Integration of assessment

It is not necessary for you to have each achievement criterion assessed separately - doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different elements or achievement criteria. You may even find that evidence is relevant for different units - this is called **integration of assessment**.

When you first begin your Edexcel Assessor or Verifier Unit, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one unit or outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the achievement criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant units. Details of how to cross-reference your evidence can be found in Section 2 '*How to compile your portfolio*'.

Section 2- How to compile your portfolio (including worked examples)

General information

A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and achievement criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so.

Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which units you might like to work on first. You do not have to do the units in order. There may be some units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an ‘**unit assessment plan**’. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each unit. A sample **unit assessment plan** is provided on page 19 (Example 2).

Each time you meet with your assessor, it is useful to refer to your assessment plan as it will allow you to check your overall progress. You may wish to include copies of your assessment plans in your portfolio to show how you progressed through your qualification.

It is unlikely that you will be able to complete all of the units straight away and you should therefore think about starting with those units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a ‘**unit progress record**’ - see Example 3 on page 21. Each time you complete a unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your Edexcel Assessor or Verifier Unit.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

Title Page
Contents/Checklist
Personal Profile
Summary of Units
Unit Progress Record
Units - in detail (Including Unit Assessment Plans)
Glossary of Terms
Index of Evidence
Pieces of Evidence

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	<input type="text"/>
Personal profile		
• your own personal details	<input type="checkbox"/>	<input type="text"/>
• a brief CV or career profile	<input type="checkbox"/>	<input type="text"/>
• description of your job	<input type="checkbox"/>	<input type="text"/>
• information about your employer/training provider/college	<input type="checkbox"/>	<input type="text"/>
Summary of the units	<input type="checkbox"/>	<input type="text"/>
Completed units		
• signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	<input type="text"/>
• reference numbers included	<input type="checkbox"/>	<input type="text"/>
• unit assessment plans	<input type="checkbox"/>	<input type="text"/>
Unit progress record	<input type="checkbox"/>	<input type="text"/>
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	<input type="text"/>
Evidence (with reference numbers)		
• observation records	<input type="checkbox"/>	<input type="text"/>
• details of witnesses (witness testimony sheets)	<input type="checkbox"/>	<input type="text"/>
• personal statements	<input type="checkbox"/>	<input type="text"/>

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your Edexcel Assessor or Verifier Unit. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and candidate's answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Unit assessment plan (Example 2)

Before you begin to collect any evidence, it will be helpful for you to compile, with the help of your assessor, an assessment plan. The plan will define the tasks to be carried out, how long the tasks will take and the evidence that will be generated. The tasks could be 'normal working activities' and part of your day-to-day job role, or 'activities needing to be performed', which means opportunities to carry out the tasks need to be generated.

Producing an assessment plan will help to identify suitable opportunities for integrating assessment of different units.

Personal statement (Example 6)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your Edexcel Assessor or Verifier Unit. You can complete personal statements to help you do this - these can relate either to the pieces of evidence or to each outcome or unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating with your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your award may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might provide you with a '**witness testimony**' (Example 8).

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Observation record (Example 7)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other units or outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which achievement criteria and evidence of achievement you have successfully achieved and give you feedback. This form should then be included in your portfolio as part of your evidence.

Witness testimony (Example 8)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job.

In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
- contain comments which specifically relate your performance to the standards
- be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date.

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Professional discussion (Example 9)

A professional discussion is a structured review of practice conducted between you and a person making a judgement on your competence which identifies and explores key aspects of competence not readily manifested by product evidence. This form can be used to record the key points of professional discussions. Further guidance is provided on page 99.

Your record of the professional discussion should be an audio or video tape if it forms a significant part of the candidate's portfolio. Professional discussions for minor evidence need not be recorded, but must still have an audit trail that can be verified by the External Verifier.

Record of questions and candidate's answers (Example 10)

This form is used to record any questions you ask the candidate to establish they have the underpinning knowledge and evidence required by a unit. The candidate's answers should also be noted. Both you and the candidate should sign and date the form.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format - some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your Edexcel Assessor or Verifier Unit, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number, letter of the alphabet, or colour. (We have used numbers throughout this sample portfolio).

Remember, that where you have used ‘integration of assessment’, you need to give details of all the units and elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the Index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an *Index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- entering the evidence number in the first column
- giving a brief description of each piece of evidence in the second column
- explaining where the evidence can be found in the third column
- giving details of all the units, outcomes or achievement criteria that the evidence relates to.

You should not fill in the last column – this is for completion by an internal verifier who will enter a date if they sample your evidence.

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Unit progress record (Example 3)

This form enables you to see at a glance what stage you are at in this qualification.

Each time you achieve a unit of your Edexcel Assessor or Verifier Unit, you should ask your assessor to put their signature and the date next to the relevant unit title. Before signing next to a unit title, your assessor will need to make sure that you have completed the recording documents correctly and that your evidence can be easily located.

Completing the Evidence achievement records (Example 4)

The evidence achievement record lists the achievement criteria and evidence of achievement which you need to prove competence for. The boxes on the right hand side of the form are for your assessor to enter the date each time you meet the requirements of each outcome. The standards will stipulate how many times you need to perform individual activities.

On completion of each element, your assessor should give you feedback about your performance, informing you if you have been successful in achieving the required level of competence for each outcome. There is space on the back of the form for your assessor to make a note of what you discuss in the feedback session. Make sure that you understand what your assessor is saying to you - if you are uncertain about anything, you should ask for clarification. Once you are clear about your assessor’s decision, you should both sign and date the form and file it in the relevant section of your portfolio.

Note: You will also need to demonstrate that you have the required level of knowledge and understanding for each element. You will therefore need to complete the appropriate sections of the Knowledge evidence record as you complete each element.

Completing the Knowledge evidence records (Example 5)

The Knowledge evidence record lists all the knowledge and understanding requirements you need to demonstrate for each *unit*. As you work through each element, you should show which type(s) of evidence

you have collected to prove your knowledge and understanding, by ticking the appropriate box(es). The Feedback/Comments box is for your assessor to complete.

You and your assessor should sign and date the form once you have achieved the whole unit. Remember also that you should both complete your Unit progress record at this stage.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Example 1: Index of evidence

Award title and level: Assessor Unit (A1) - Level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) <i>If No, state location</i>	Units/elements evidence links to (give specific numbers, eg 5.2.1)	Internal verifier signature and date of sampling
1	Personal statement	Yes		
2	Personal statement	Yes		M. DAY 24/07/02
3	Personal statement	Yes		
4	Observation record	Yes		
5	Notes from planning session attended by line manager	Staff development file		M. DAY 24/07/02
6	Witness Testimony/ J Stansfield	Yes		M. DAY 24/07/02
7	Diary entry re assessment session	Unit diary		
8	Witness Testimony/J Black			

Example 2: Unit assessment plan

Unit: A1 Title: Assess candidates using a range of methods
 Candidate: *Bethany Fox* Assessor: *Darren Higgitt*

Normal working activities performed

	Typical evidence	Work area	Expected completion date	Links to other units/elements
Element 1: Develop plans for assessing competence with candidates				
Arrange meeting with candidate, discuss candidates work routine, agree possibilities for observation and other methods to be used. Agree dates for observation, complete, sign and date plan.	Signed and dated copy of assessment plan for candidate, copy of candidate's units as agreed, appropriate work products	Canteen (Closed)	17/06/02	
Element 2: Judge evidence against criteria to make assessment decisions				
Carry out observation as agreed in assessment plan	Completed observation sheets, professional discussion record, assessment decision record	Ward B	20/06/02	
Element 3: Provide feedback and support to candidates on assessment decisions				
Arrange meeting with candidate, discuss assessment activities, provide feedback (written and oral), develop next step in achieving award	Record of meeting with candidate, completed feedback form	Canteen (Closed)	26/06/02	
Element 4: Contribute to the internal quality assurance process				
Complete records and submit to internal verifier	Copy of completed records, IV feedback sheet		26/06/02	

Continued overleaf

Activities needing to be performed

Element 1: Develop plans for assessing competence with candidates				
Agree with assessor suitable people for Witness Testimony and suitable work products for inclusion in portfolio	Record of meeting	Canteen (Closed)	17/06/02	
Element 2: Judge evidence against criteria to make assessment decisions				
Discussion with candidate following observation to develop knowledge and understanding and to cover range	Record of discussion, further action plan	Canteen (Closed)	20/06/02	
Element 3: Provide feedback and support to candidates on assessment decisions				
Arrange for assessor to observe feedback	Observation form	Canteen (Closed)	26/06/02	
Element 4: Contribute to the internal quality assurance process				
Attend standardisation meeting with Internal Verifier and occupational course team	Agenda and minutes of meeting	Ward Office	26/06/02	

Additional comments:

The candidate will generate most of the evidence for this unit in their normal day-to-day work, which will include normal work routines, including support and guidance for occupational candidate.

Assessor's signature: *Darren Higitt*

Date: 05/07/02

Candidate's signature: *Bethany Fox*

Date: 05/07/02

Example 3: Unit progress record

Qualification and level: Assessor Unit (A1) - Level 3

Candidate: Bethany Fox

Unit checklist: circle the reference number of each unit as you complete it.

Units	Unit A1	Unit A2	Unit V1	Unit V2

Circle the reference numbers as you complete each unit. You can then easily see what stage you have reached in your award.

Units

Unit number	Title	Assessor's signature	Date
A1	Assess candidates using a range of methods	<i>D. Higgitt</i>	6/8/02
A2	Assess candidates' performance through observation		
V1	Conduct internal quality assurance of the assessment process		
V2	Conduct external quality assurance of the assessment process		

This section of the form is for your assessor to sign each time you successfully achieve a unit.

Example 4: Evidence achievement record

Unit A1 Assess candidates using a range

Element A1.1 Develop plans for assessing competence with candidates

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Develop and agree an assessment plan with candidates	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Agree fair, safe, valid and reliable assessment methods	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identify appropriate and cost-effective opportunities for assessing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Plan for using different types of evidence	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Identify how the past experiences and achievements of candidates will contribute to the assessment process	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Identify and agree any special arrangements needed to make sure the assessment process is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Identify how other people will contribute to assessments and what support they may need	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Identify how to protect confidentiality and agree arrangements to deal with sensitive issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Agree how you will handle any difficulties or disputes during the assessment.	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Agree when assessment will take place with candidates and the other people involved	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Agree arrangements with candidates for reviewing their progress against the assessment plan	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Review and update assessment plans to take account of what the candidates have achieved	17/06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit A1 Assess candidates using a range

Element A1.1 Develop plans for assessing competence with candidates

Evidence requirements:

- a) **Three assessment plans** for a minimum of **two** different candidates. Each assessment plan must:
- i) cover one full unit of competence which can be certificated
 - ii) indicate which assessment methods / sources of evidence will be used
 - iii) state how and when assessments will take place
- Over the three plans the assessor-candidate will:
- i) cover a minimum of four assessment methods/ sources of evidence to be used over the three assessment plans including observation of the candidates
 - ii) provide one example across the three assessment plans which includes involving others making a contribution to the assessment process
- b) **One record** of a written or spoken explanation which:
- i) states the assessment methods/ sources of evidence selected to assess specific aspects of competence
 - ii) indicates why they are valid, reliable and fair indicators of competence
 - iii) covers a minimum of four assessment methods/ sources of evidence reviewed
 - iv) shows how others have been involved in the assessment process and their precise contribution to the process.
- The record can be written, taped, electronic or videotaped.**
- c) **Two written reviews/outcomes** from progress reviews conducted with a minimum of two candidates, including evidence of having updated assessment plans.

Example 5: Knowledge evidence record

Knowledge evidence record

Unit A1 Assess candidates using a range

Evidence key:

EI	Evidence Index No.	O	Observation	P	Personal Statement
WT	Witness Testimony	PD	Professional discussion	APL	Accreditation of Prior Learning
Q&A	Questions and Answers				

Knowledge, understanding and skills for this unit:

You need to be able to show that you have general knowledge and understanding of the following:

Type of Evidence

The nature and role of assessments of competence

		EI	O	P	WT	PD	APL	Q&A DATE
1	how to identify and use different types of evidence when carrying out assessments	2, 5, 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17/06
2	how to identify and compare different types of evidence when making your assessment decisions	9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	17/06
3	how to collect evidence in ways that are cost-effective and timely	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17/06
4	how to collect and use evidence from candidates' prior experience and achievements within the current assessment process	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17/06
5	how to develop and agree assessment plans with candidates and the other people involved	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17/06
6	how to accurately assess performance against specific parts of a standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	how to take appropriate sources of action and help candidates develop their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	how to change assessment procedures to meet the individual needs of candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	how to follow standardisation and internal quality assurance procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: You will be given advice on how much of evidence of achievement you need to prove through performance evidence. The remaining parts of the evidence of achievement may be covered through questioning by your assessor.

Example 6: Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, national standards and evidence of achievement covered
13/8	10	<p>I contacted the candidate (a health care assistant on Ward B) to arrange a meeting to plan the assessment. During the meeting I found out more detail about the candidate's usual work routine.</p> <p>We decided and agreed suitable activities when I could be present to assess the candidate. We also agreed the suitability of observation and other methods to be used during the assessment.</p> <p>Finally, we agreed a suitable time and location afterwards for following up the observation and planning the next stages of the candidate's work.</p>	17, 21	A1

Candidate's signature: *Bethany Fox*

Date: *18/07/02*

Example 7: Observation record

Unit/element(s): A1.3

Candidate: Bethany Fox

Date of observation: 27/06/02

Evidence index number: 4

Skills/activities observed:	PCs covered:
Assessing candidates providing feedback to occupational candidate, identifying and agreeing next stages of process	A1.3 a, b, c, f

Knowledge and understanding apparent from this observation:
Knowledge and understanding 3, 7, 8, 18, 19, 21, 22, 23, 24, 25

Other units/elements to which this evidence may contribute:
A1.1, A1.4

Assessor comments and feedback to candidate:
Good evidence of observation in an unobtrusive fashion. Suitably detailed records. Some coverage of knowledge, understanding and range by questioning. Well done.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *Darren Higgitt*

Date: *27/06/02*

Candidate's signature: *Bethany Fox*

Date: *27/06/02*

Example 8: Witness testimony

NVQ title and level:	Assessor Unit (A1) - Level 3
Candidate name:	Bethany Fox
Evidence index no:	27
Where applicable, evidence no to which this testimony relates:	
Element(s):	A1.4
Date of evidence:	27/06/02
Witness name:	Pam Adams
Designation/relationship to candidate:	Team Leader
Details of testimony:	

I can confirm that Bethany attended the standardisation meeting on 25th June. The meeting discussed a range of assessment methods and decisions, including those that Beth is using for her A1 unit. There was only one problem, which was resolved through discussion and common agreement.

The team supported her decisions and wished her well in her work towards Unit A1.

I can confirm the candidate's evidence is authentic and accurate.	
Witness signature: _____	Date: <u>27/06/02</u>
Name: _____	

Please tick the appropriate box:

D32/D33 Award and/or A1/A2

Familiar with the NVQ standards to which the candidate is working

Example 9: Professional discussion

NVQ title and level:	Assessor Unit (A1) - Level 3
Candidate name:	Bethany Fox
Evidence index no:	27
Where applicable, evidence no to which this testimony relates:	
Element(s):	A1.4
Date of evidence:	27/06/02
Assessor:	Darren Higgitt
Details of professional discussion:	
	This is a record of a professional discussion on 25 th June 2002 between me and Bethany Fox as evidence for her Unit A1.2.
	The matters discussed were:
	<ul style="list-style-type: none">• choice of assessment methods• occupational candidate's experience• type of evidence gathered• people used to provide witness testimony• problems and inconsistencies encountered in the evidence• recording procedures
	The full record of this discussion is on audio tape which is supplied with Beth's portfolio.

I can confirm that this is an accurate record of our professional discussion.			
Assessor's signature:	<i>Darren Higgitt</i>	Date:	<i>05/07/02</i>
Candidate's signature:	<i>Bethany Fox</i>	Date:	<i>05/07/02</i>

Example 10: Record of questions and candidate's answers

Unit A1: Assess candidates using a range of methods	Element(s): Whole unit
Evidence index number: 19	
Circumstances of assessment: Knowledge is inferred from performance and professional discussions across the whole unit. To conclude the knowledge and understanding requirements, I asked the candidate a number of questions indicated below:	
List of questions and candidate's responses: <p>Q: How did you take the candidate's previous experience into account in planning the assessment?</p> <p>A: My candidate already holds the Food Hygiene Certificate, so I know her underpinning knowledge is of good standing and will cover the agreed areas</p> <p>Q: What constraints were there on you being present during workplace activities/routines?</p> <p>A: Privacy needs to be maintained as appropriate to the situation and agreement reached with supervisors and clients on what may be observed and when</p> <p>Q: What other vocational areas could be observed during the activity chosen to support holistic assessment?</p> <p>A: Communications is a regular feature, also giving people choices, respecting privacy, compiling work records</p>	
Assessor's signature: <i>Darren Higgitt</i>	Date: <i>2/7/02</i>
Candidate's signature: <i>Bethany Fox</i>	Date: <i>2/7/02</i>

Section 3 - The units and recording documents for your Edexcel Assessor or Verifier Unit

The structure of the Assessor Units (Level 3)

Unit number	Title	Element	Title
A1	Assess candidates using a range of methods	A1.1	Develop plans for assessing competence with candidates
		A1.2	Judge evidence against criteria to make assessment decisions
		A1.3	Provide feedback and support to candidates on assessment decisions
		A1.4	Contribute to the internal quality assurance process
A2	Assess candidates' performance through observation	A2.1	Agree and review plans for assessing candidates' performance
		A2.2	Assess candidates' performance against the agreed standards
		A2.3	Assess candidates' knowledge against the agreed standards
		A2.4	Make an assessment decision and provide feedback

The structure of the Verifier Units (Level 4)

Unit number	Title	Element	Title
V1	Conduct internal quality assurance of the assessment process	V1.1	Carry out and evaluate internal assessment and quality assurance systems
		V1.2	Support assessors
		V1.3	Monitor the quality of assessors' performance
		V1.4	Meet external quality assurance requirements
V2	Conduct external quality assurance of the assessment process	V2.1	Monitor the internal quality assurance process
		V2.2	Verify the quality of assessment
		V2.3	Provide information, advice and support on the internal quality assurance of assessment processes
		V2.4	Evaluate the effectiveness of external quality assurance of the assessment process

Units

UNITS

A1	Assess candidates using a range of methods	35
A2	Assess candidates' performance through observation	51
V1	Conduct internal quality assurance of the assessment process	65
V2	Conduct external quality assurance of the assessment process	81

Unit A1 Assess candidates using a range of methods

Element	A1.1	Develop plans for assessing competence with candidates
Element	A1.2	Judge evidence against criteria to make assessment decisions
Element	A1.3	Provide feedback and support to candidates on assessment decisions
Element	A1.4	Contribute to the internal quality assurance process

Overview

This unit is appropriate for you if your role involves:

- assessing candidates against agreed standards of competence using a range of assessment methods
- giving candidates feedback on your assessment decisions
- contribute to the internal quality assurance processes.

The activities you are likely to be involved in:

- developing realistic plans for learning and assessment with candidates
- understanding assessment requirements
- planning the assessment process with candidates and the other people involved
- helping candidates to meet the agreed assessment requirements
- reviewing the candidate's level of competence and identifying what they need to do to be fully competent
- supporting candidates with different needs during your assessment
- using a variety of assessment methods
- making a record of your assessment decisions
- giving candidates feedback on their performance and reviewing their progress throughout the assessment process
- using different types of evidence to give an overall assessment of competence
- working with the other people involved in the assessment process, such as workplace supervisors and other teachers or trainers.

What the unit covers:

- 1 developing plans for assessing competence with candidates
- 2 judging evidence against agreed standards to make assessment decisions
- 3 giving candidates feedback and support on your assessment decisions
- 4 contributing to the internal quality assurance process.

Scope

This unit covers assessing of candidates by using different assessment methods. These include:

- watching candidates perform in the workplace
- asking candidates questions
- taking account of past experiences and achievements
- setting tests
- setting projects and tasks
- arranging simulations
- assessing the candidate's report of their work
- using evidence from other people, including peers and witnesses.

Assessment can include using material provided within this document and from within your own organisation. It can also include assessing the competence of those who assess candidates as a major part of their role.

Observation may take place in person or using appropriate technology such as a video tape. Evidence may also include examining products. All candidates must show they have agreed assessment requirements. You must also show you are aware of and understand the appeals and complaints procedures and the process for handling them.

Guidance for assessors and candidates:

Candidates should study the unit carefully and make sure that their day-to-day work meets the standard described. Candidates should also check the knowledge, understanding and skills sections of the unit and make sure they can answer any questions about the points listed.

Evidence achievement record

Unit **A1** **Assess candidates using a range of methods**

Element **A1.1** **Develop plans for assessing competence with candidates**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Develop and agree an assessment plan with candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Agree fair, safe, valid and reliable assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identify appropriate and cost-effective opportunities for assessing performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Plan for using different types of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Identify how the past experiences and achievements of candidates will contribute to the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Identify and agree any special arrangements needed to make sure the assessment process is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Identify how other people will contribute to assessments and what support they may need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Identify how to protect confidentiality and agree arrangements to deal with sensitive issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Agree how you will handle any difficulties or disputes during the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Agree when assessment will take place with candidates and the other people involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Agree arrangements with candidates for reviewing their progress against the assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Review and update assessment plans to take account of what the candidates have achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit A1 Assess candidates using a range of methods

Element A1.1 Develop plans for assessing competence with candidates

Evidence requirements:

- a) **Three assessment plans** for a minimum of **two** different candidates. Each assessment plan must:
- i) cover one full unit of competence which can be certificated
 - ii) indicate which assessment methods / sources of evidence will be used
 - iii) state how and when assessments will take place.
- Over the three plans the assessor-candidate will:
- i) cover a minimum of four assessment methods/ sources of evidence to be used over the three assessment plans including observation of the candidates
 - ii) provide one example across the three assessment plans which includes involving others making a contribution to the assessment process.
- b) **One record** of a written or spoken explanation which:
- i) states the assessment methods/ sources of evidence selected to assess specific aspects of competence
 - ii) indicates why they are valid, reliable and fair indicators of competence
 - iii) covers a minimum of four assessment methods/ sources of evidence reviewed
 - iv) shows how others have been involved in the assessment process and their precise contribution to the process.
- The record can be written, taped, electronic or videotaped.**
- c) **Two written reviews/outcomes** from progress reviews conducted with a minimum of two candidates, including evidence of having updated assessment plans.

Evidence achievement record

Unit **A1** **Assess candidates using a range of methods**

Element **A1.2** **Judge evidence against criteria to make assessment decisions**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Use the agreed assessment methods to assess competence in appropriate situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Use the past experiences and achievements of candidates as part of the assessment of their current competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Ensure that the evidence comes from the candidates' own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Collect evidence from the other people involved in the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Apply any agreed special arrangements to make sure the assessment is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Base your decisions on all the relevant evidence of candidates' performance and knowledge. Take this evidence from as many places as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Explain and resolve any inconsistencies in the evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Make a record of the outcomes of assessments by using the agreed recording system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit	A1	Assess candidates using a range of methods
Element	A1.2	Judge evidence against criteria to make assessment decisions

Evidence requirements:

- a) **Three assessment decision records** in total for a minimum of two different candidates for the three assessment plans generated for A.1.1.
- b) **One record** of a written or spoken explanation between the assessor and the assessor-candidate where the assessor-candidate presents how they have:
 - i) used three different types of evidence to demonstrate achievement of particular standards
 - ii) used observation of the candidate as an assessment method
 - iii) explained how the assessment methods were implemented
 - iv) evaluated the effectiveness of the assessment methods in the light of assessing candidates
 - v) demonstrated their competence in relation to criteria c), d) and g) for Element A.1.2. of the standards.

Evidence achievement record

Unit **A1** **Assess candidates using a range of methods**

Element **A1.3** **Provide feedback and support to candidates on assessment decisions**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Give candidates feedback at an appropriate time and place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Clearly explain your assessment decisions on whether candidates' evidence of competence is good enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Encourage candidates to get advice on your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Identify and agree the next steps in the assessment process and how candidates will achieved these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Follow the agreed complaints and appeals procedures if candidates disagree you're your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit	A1	Assess candidates using a range of methods
Element	A1.3	Provide feedback and support to candidates on assessment decisions

Evidence requirements:

- a) A minimum of **one observation** by the assessor of the assessor-candidate providing feedback to a candidate.

This must be supported by **two records** of evidence of feedback, **covering different candidates**, on other occasions in the form of written records or endorsement by another recognised assessor from a registered centre.

- b) **One record** of a professional discussion between the assessor and the assessor-candidate based on feedback to candidates, where the assessor-candidate indicates how criteria a), d) and f) were addressed.

Evidence achievement record

Unit **A1** **Assess candidates using a range of methods**

Element **A1.4** **Contribute to the internal quality assurance process**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Ensure your assessment records are accurate and up to date, and can be followed by an audit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b	Contribute to standardisation arrangements so that your assessment decisions are line with others	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c	Give accurate and timely information on assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d	Contribute to the agreed quality assurance process	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evidence achievement record

Unit A1 **Assess candidates using a range of methods**

Element A1.4 **Contribute to the internal quality assurance process**

Evidence requirements:

- a) **Two assessment records** (eg internal verifier observation or sampling records) one record for each of two different candidates which have been used as part of the internal quality assurance process.
- b) Written evidence of having contributed to internal standardisation procedures involving **four reviews**, to cover at least two pieces of evidence for each of two different candidates.
- c) **One written statement** from the person responsible for internal quality assurance (eg an internal verifier for NVQs) that the assessor has contributed to agreed quality assurance procedures.

Knowledge evidence record

Unit **A1** Assess candidates using a range of methods

Evidence key:		
EI	Evidence Index No.	O Observation
WT	Witness Testimony	PD Professional discussion
Q&A	Questions and Answers	P Personal Statement
		APL Accreditation of Prior Learning

Knowledge, understanding and skills for this unit:		Type of Evidence						
You need to be able to show that you have general knowledge and understanding of the following:		EI	O	P	WT	PD	APL	Q&A DATE
The nature and role of assessments of competence								
1	how to identify and use different types of evidence when carrying out assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	how to identify and compare different types of evidence when making your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	how to collect evidence in ways that are cost-effective and timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	how to collect and use evidence from candidates' prior experience and achievements within the current assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	how to develop and agree assessment plans with candidates and the other people involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	how to accurately assess performance against specific parts of a standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	how to take appropriate sources of action and help candidates develop their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	how to change assessment procedures to meet the individual needs of candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	how to follow standardisation and internal quality assurance procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
Principles and concepts								
11	how to measure existing levels of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	how to make valid and reliable assessments of candidates' knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	how to make valid and reliable assessments of candidates' performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	how to make sure you have covered all the agreed criteria during an assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	how to check that evidence candidates' own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	how to make sure that supporting evidence supplied by other people is reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	how to encourage candidates to consider and use their past experience and achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	how to involve candidates in planning assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	how to keep to the Data Protection Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	how to use language and behaviour which does not discriminate against any candidate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	how to meet the different needs of candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	how to give feedback to candidates with different levels of confidence and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	how to encourage candidates to ask questions and get advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	how to monitor and review progress with candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	how to identify changes in vocational area of candidates' competence and assess how this affects your own competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
28	how to use opportunities to update your skills and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	how to identify and use information on current assessment best practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	how to use personal development opportunities to improve your assessment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External factors influencing the assessment of national standards								
31	how to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	how to recognise and challenge unfair discrimination in assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	who to get advice from about meeting candidates' special assessment requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	how to identify and plan for issues of confidentiality and data protection during the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	how to record, store and pass on assessment decisions to other people within an agreed system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	how to identify and assess things that can influence your own competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	how to identify appropriate sources of support for your own development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit A1 Assess candidates using a range of methods

Evidence requirements:

- a) a record of a professional discussion between the assessor and the assessor-candidate during which the assessor-candidate reviews any method of assessment not covered by performance evidence and:
 - i) indicates the validity and reliability of each method
 - ii) reviews any potential issues of fairness and access in relation to individual assessment methods
 - iii) covers all of the following methods if not covered by performance evidence:
 - questioning
 - accreditation of prior experience and achievement
 - formal testing
 - projects and assignments
 - simulations
 - candidate and peer reports
 - evidence from others.
- b) a written or spoken explanation of the following procedures used within the assessor-candidate's centre:
 - how to provide access to assessment for candidates with individual special needs and special assessment requirements
 - how disputes and appeals about assessment decisions are handled
 - the internal standardisation and quality assurance arrangements
 - how assessments are recorded
 - sources of information regarding assessment requirements and best practice.

Unit A1 Assess candidates using a range of methods

Feedback/comments

The candidate has satisfied the assessor and internal verifier that the performance criteria, knowledge, understanding and evidence requirements have been achieved.	
Candidate: _____	Date: _____
Assessor: _____	Date: _____
Internal Verifier: _____	Date: _____

Unit A2 Assess candidates' performance through observation

Element	A2.1	Agree and review plans for assessing candidates' performance
Element	A2.2	Assess candidates' performance against the agreed standards
Element	A2.3	Assess candidates' knowledge against the agreed standards
Element	A2.4	Make an assessment decision and provide feedback

Overview

This unit is appropriate for you if you are involved in:

- assessing candidates against the agreed standards
- planning assessments with candidates
- giving feedback to candidates on your assessment decisions.

The activities you are likely to be involved:

- watching staff members in line with agreed assessment plans
- assessing candidates' performance
- assessing candidates' knowledge and how they apply their knowledge
- making a record of your assessment decisions
- working with other people who are affected by the assessment process, such as line managers or supervisors
- giving feedback to candidates.

What the unit covers:

- 1 agreeing and reviewing plans for assessing candidates' performance
- 2 assessing candidates' performance against the agreed standards
- 3 assessing candidates' knowledge against the agreed standards
- 4 making an assessment decision and giving feedback.

Scope

This unit covers assessing candidates by watching them in the workplace and assessing the areas of their knowledge that you cannot test by watching them work. You can do this by using materials and check lists provided within this log book.

You can watch candidates either in person or by using a video or an audio tape. Evidence may also include examining work products. You can use evidence from tests to support evidence of candidates' performance. You must also show you are aware of and understand the appeals and complaints procedures and the process for handling them.

Guidance for assessors and candidates:

Candidates should study the unit carefully and make sure that their day-to-day work meets the standard described. Candidates should also check the knowledge, understanding and skills sections of the unit and make sure they can answer any questions about the points listed.

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.1** **Agree and review plans for assessing candidates' performance**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Identify the best situations when you can assess performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Use evidence that takes place in the workplace and ask relevant questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Choose opportunities for assessment which disrupt normal work as little as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Choose opportunities for assessment which provide access to a valid, safe, reliable and fair assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Explain the options open to the candidates clearly and constructively if somebody disagrees with the proposed assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Discuss and agree the proposed assessment plan with the candidates and other people who may be affected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Review and update plans at agreed times to take account of candidates' progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.1** **Agree and review plans for assessing candidates' performance**

Evidence requirements:

- a) **Three assessment plans** for two different candidates, covering a minimum of two full units of competence of a qualification (eg two NVQ units). Each plan must indicate:
 - i) which aspects of competence will be assessed by observation
 - ii) indicate how and when observation of performance will be conducted
 - iii) how issues of safety, minimum disruption to work activities and unobtrusive assessment have been planned for.
- b) **Two written reviews/outcomes** from progress reviews conducted with a minimum of **two** candidates, including evidence of having updated assessment plans.

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.2** **Assess candidates' performance against the agreed standards**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Explain to candidates how the assessment of their work will take account of their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Watch candidates in a safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Only use the agreed criteria when assessing the evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Assess evidence fairly against the agreed criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Identify and assess any other evidence that is relevant to the standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Check that the evidence has come from each candidate's own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Watch candidates without interfering with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Speak to the appropriate person if you or a candidate has any difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Give candidates feedback after you have watched them in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.2** **Assess candidates' performance against the agreed standards**

Evidence requirements:

- a) **Three assessment judgement records**, covering a minimum of **two** different candidates for the **three** assessment plans generated for A.2.1.
- b) A **record** of a professional discussion between the assessor and the assessor-candidate where the assessor-candidate presents how they have:
 - i) used observation of performance to demonstrate achievement of particular standards
 - ii) evaluated the effectiveness of observation in the light of assessing candidates.

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.3** **Assess candidates' knowledge against the agreed standards**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Identify which areas of candidates' knowledge have been covered by watching them in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Collect evidence of knowledge that has not been covered by watching the candidates in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Use valid methods to assess candidates' knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Ask clear questions which do not 'lead' candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Speak to the appropriate person if you or a candidate has any difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Give candidates feedback after you have asked them questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.3** **Assess candidates' knowledge against the agreed standards**

Evidence requirements:

- a) **Three assessment judgement records** for at least two of the three different assessment plans generated for A.2.1.
- b) A record of a professional discussion between the assessor and the assessor-candidate where the assessor-candidate presents how they have:
 - i) used questioning to demonstrate the knowledge requirements in particular standards
 - ii) evaluated the effectiveness of observation in the light of assessing candidates.

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.4** **Make an assessment decision and provide feedback**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Base your assessment decision on all the relevant evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Give candidates clear and constructive feedback, which meets their needs after you have given them your assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Encourage candidates to ask for advice on your assessment decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Make an accurate record of your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Pass on records that are accurate and easy to read to the next stage of the process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Follow the agreed complaints and appeals procedures if candidates do not agree with your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **A2** **Assess candidates' performance through observation**

Element **A2.4** **Make an assessment decision and provide feedback**

Evidence requirements:

- a) A minimum of **one observation** by the assessor of the assessor-candidate providing feedback to one candidate.

This must be supported by **two records of evidence of feedback** on other occasions, covering two different candidates, in the form of written records or endorsement by another recognised assessor from a registered centre.
- b) **Two assessment records** for different candidates which have been passed on to the person responsible for internal quality assurance of the assessment process (internal verifier).
- c) **One written statement** from the person responsible for internal quality assurance (eg an internal verifier for NVQs) that the assessor has contributed to agreed quality assurance procedures.

Knowledge evidence record

Unit A2 Assess candidates' performance through observation

Evidence key:						
EI	Evidence Index No.	O	Observation	P	Personal Statement	
WT	Witness Testimony	PD	Professional discussion	APL	Accreditation of Prior Learning	
Q&A	Questions and Answers					

Knowledge, understanding and skills for this unit:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
You need to be able to show that you have general knowledge and understanding of the following:								
The nature and role of assessments of national standards								
1	what the national standards are and how to judge evidence against them fairly and reliably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	how to identify relevant evidence from what is or may be available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	why it is important to make an accurate judgement against only the agreed standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	how to identify the role of knowledge evidence in assessments and ways of collecting evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	how to identify relevant knowledge evidence from candidates' performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	why it is important to collect evidence related to unpredictable events and how to do this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	how to give candidates with special assessment requirements access to assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principles and concepts								
8	how to involve different candidates in putting assessment plans into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	how to encourage candidates with different levels of confidence and experience to take an active part in their assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	how to give constructive feedback to candidates in line with you assessment decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	how to adapt feedback to candidates' different levels of confidence and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	how to offer different types of advice in a constructive way that will allow candidates to choose different options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
13	how to encourage candidates to ask questions and get advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	how to identify evidence that takes place naturally in the workplace and why it is important for assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	how to choose appropriate and efficient ways of collecting performance evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	what the available sources of knowledge evidence are and how to use them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	where to get advice on when and how to use simulations and alternative sources of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	how to check that evidence is relevant and genuine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	how to set tests, questions and simulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	how to ask questions which will give you relevant evidence while not affecting candidates' confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	how to judge knowledge evidence fairly and reliably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	how to deal with disputes and appeals in line with agreed procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	how to identify the difficulties you may have in collecting and assessing knowledge evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	how to collect evidence by watching candidates in the workplace without interfering with their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	how to identify difficulties you may have in making fair and reliable judgements on evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	who to speak to within the local and national system if you have difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External factors influencing the assessment of national standards								
27	how to meet candidate needs for access to safe, fair and reliable assessments in line with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	how to recognise and challenge unfair discrimination in assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	how to identify different types of special assessment requirements and how to provide for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:

Type of Evidence

		EI	O	P	WT	PD	APL	Q&A DATE
30	who to get advice from when providing for particular assessment requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	how to make a record of and process your assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	how to meet the requirements of the quality assurance process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	how to use opportunities to update your skills and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	how to identify and use information on current assessment best practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	how to use personal development opportunities to improve your assessment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit A2 Assess candidates' performance through observation

Evidence requirements:

- a) **One record** of a written or spoken explanation of how the assessor-candidate :
 - i) identifies relevant evidence from candidate activities
 - ii) identifies which aspects of competence can be assessed by observing performance
 - iii) plans and conducts the observation process and the factors which he/she takes into account during the process
 - iv) identifies which aspects of knowledge can be inferred from performance plans and conducts the questioning of candidates and the factors which takes into account during the process.
- b) **One record** of a written or spoken explanation of the following procedures within the assessor-candidate's assessment centre:
 - i) how to provide access to assessment for candidates with individual special needs and special assessment requirements
 - ii) how disputes and appeals about assessment decisions are handled
 - iii) the internal standardisation and quality assurance arrangements
 - iv) how assessments are recorded
 - v) sources of information regarding assessment requirements and best practice.

Unit A2 Assess candidates' performance through observation

Feedback/comments

The candidate has satisfied the assessor and internal verifier that the performance criteria, knowledge, understanding and evidence requirements have been achieved.	
Candidate: _____	Date: _____
Assessor: _____	Date: _____
Internal Verifier: _____	Date: _____

Unit V1 Conduct internal quality assurance of the assessment process

Element	V1.1	Carry out and evaluate internal assessment and quality assurance systems
Element	V1.2	Support assessors
Element	V1.3	Monitor the quality of assessors' performance
Element	V1.4	Meet external quality assurance requirements

Overview

This unit is appropriate for you if your role involves:

- evaluating the internal assessment process
- monitoring and reviewing internal assessment audit systems
- carrying out related internal verification or moderation activities.

The activities you are likely to be involved in:

- ensuring health, safety and environmental protection procedures are applied within assessment arrangements
- applying and monitoring equal opportunities and access procedures throughout all assessment procedures
- monitoring the performance of assessors
- supporting assessors to develop their skills
- monitoring and supporting the people and organisations who provide administrative support to the assessment process
- monitoring and making recommendations on the resources needed to evaluate the assessment process
- ensuring an appropriate balance of candidates to assessors
- monitoring and reporting on the achievement rates of candidates
- monitoring the progress and satisfaction of candidates
- meeting the assessment requirements of awarding bodies and other external agencies.

What the unit covers:

- 1 carrying out and evaluating internal assessment and quality assurance systems
- 2 supporting assessors
- 3 monitoring the quality of assessors' performance
- 4 meeting external quality assurance requirements.

Scope

This unit covers the internal quality assurance system for assessment decisions. This system will meet the external requirements of Edexcel, the accrediting bodies and internal procedures. These procedures may be ones that are already in place or ones that have been developed specifically to meet assessment requirements. This unit also involves monitoring assessors' decisions and the support they need, including sampling and standardisation arrangements. You will have to watch assessors at certain periods of the assessment process. You will not have to choose assessors as this may be the decision of others.

You will have to provide assessment information on particular sets of standards and give clear feedback on performance by using internal and external quality assurance processes. There must be evidence of having procedures in place for appeals and complaints within the local assessment center, which meet external requirements.

Guidance for assessors and candidates:

Candidates should study the unit carefully and make sure that their day-to-day work meets the standard described. Candidates should also check the knowledge, understanding and skills sections of the unit and make sure they can answer any questions about the points listed.

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.1 Carry out and evaluate internal assessment and quality assurance systems

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Put your organisation's requirements into practice for auditing internal assessments and those of the external awarding body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Identify the outcomes needed by the agreed standards and their consequences for internal auditing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Carrying out appropriate administrative and recording arrangements to meet external audit requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Identify and ensure the agreed criteria for choosing and supporting assessors are applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Carry out assessment standardisation arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Ensure a procedure for complaints and appeals is in place, which meets the requirements of the awarding body and that it is followed when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Identify and use internal and external measures of performance to adjust internal systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Make recommendations to improve internal quality assurance arrangements and develop a plan to put these improvements into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.1 Carry out and evaluate internal assessment and quality assurance systems

Evidence requirements:

- a) **One written record** of a written or spoken explanation, supported by detailed policies and documentation, of the organisation's procedures for:
 - i) quality assuring assessment decisions made in relation to one or more national awards
 - ii) identifying and applying relevant performance measures in relation to one or more national awards
 - iii) recording assessment decisions in a way that meets external awarding body requirements
 - iv) conducting internal standardisation of assessment in a way that meets both internal quality assurance procedures and external awarding body requirements
 - v) dealing with complaints and appeals in a way that meets both internal quality assurance procedures and external awarding body requirements
 - vi) evaluating the effectiveness of internal quality assurance arrangements
 - vii) keeping up-to-date with assessment, verification and quality assurance requirements
 - viii) disseminating information on assessment and feedback from external verification
 - ix) monitoring health and safety and equal opportunities policies and practices
- b) **One record** of a written statement showing that the detailed systems documentation and evidence are acceptable to external awarding bodies (via recent centre approval or external verifier reports)

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.2 Support assessors

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Ensure assessors have appropriate technical and vocational experience.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b	Ensure assessors are familiar with and can carry out the specific assessment and follow the recording and internal audit procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c	Identify the development needs of assessors in line with assessments, the needs of candidates and technical expertise and competence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d	Give assessors the chance to develop their assessment experience and competence and monitor their progress	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e	Ensure assessors have regular opportunities to standardise assessment decisions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f	Monitor how assessors are capable of maintaining standards	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evidence achievement record

Unit V1 **Conduct internal quality assurance of the assessment process**

Element V1.2 **Support assessors**

Evidence requirements

- a) **One list** of assessors (which could include candidate assessors) used by the centre for the same qualification **with an explanation of the criteria used** to ensure their vocational experience in relation to the standards to be assessed.
- b) **One set of documents** covering the assessment information and support materials provided to assessors in relation to the same qualification and an explanation of how assessors are supported in their use.
- c) **One induction pack (to include supporting implementation documents)** covering the induction programme used within the centre to ensure that assessors can operate the specific assessment and recording requirements for at least one national award.
- d) **One record** of assessor standardisation meetings and activities for at least two assessors which covers the same qualification over the complete assessment period, for at least two full units up to and including final assessment of candidates which indicate how assessors are consistent and operate to a common standard.
- e) **One record** of a professional discussion on how the standardisation arrangements ensure consistency between assessors over time and across candidates.
- f) **Two personal development plans** for different assessors which identifies their training and development needs in relation to the conduct of assessments and continuous professional development (CPD) arrangements to ensure current occupational competency for all assessors
- g) **One action list** covering actions taken by the internal verifier to address the identified needs of assessors in conjunction with others (such as programme co-ordinators) as appropriate.

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.3 Monitor the quality of assessors' performance

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Ensure that individual assessors are preparing for and planning assessments effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Ensure that individual assessors have effective processes for making assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Ensure that individual assessors understand the necessary outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Ensure that individual assessors apply safe, fair, valid and reliable methods of assessing candidates' competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Check individual assessor's judgements to ensure they are consistent over time and with different candidates, including watching them carry out assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Check a sufficient number of assessors to ensure consistency between assessors over time and with different candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Check different assessment sites to ensure assessment decisions are consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Ensure that assessors set up and maintain effective working relationships with candidates at all stages of the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Ensure assessors apply relevant health, safety and environmental protection procedures, as well as equality and access criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Monitor how often assessment reviews take place and how effective these are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Monitor how often assessors give feedback to candidates and how effective this is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Monitor how accurate and secure assessors' record-keeping is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Give assessors accurate and helpful feedback on their assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.3 Monitor the quality of assessors' performance

Evidence requirements:

- a) **Two observations** on different occasions with different assessors, each conducting the assessment process with differing candidates, including providing feedback to candidates with a written record of the process.
- b) **One observation** of the candidate-internal verifier monitoring the performance of one assessor, conducted by a qualified second internal verifier provided this was supported by a written report. Alternatively, the observation can be conducted by the external verifier of the national award.
- c) A **sampling framework** applied to at least two assessors which details:
 - i) checks to ensure that assessors have all the necessary information and materials needed to make assessment decisions
 - ii) when and how the assessor will be monitored making assessment decisions, including interim sampling arrangements and how feedback will be given to the assessor on performance
 - iii) how the full range of agreed assessment methods will be sampled and recorded
 - iv) how sampling arrangements will be varied to reflect the numbers and experience of different assessors
 - v) how sampling arrangements will take account of candidate experience of the process
 - vi) how the assessor/candidate relationship will be monitored
 - vii) how equality and access procedures are being followed by assessors
 - viii) the accuracy, completeness and promptness of assessor record-keeping
 - ix) how and when assessors will be provided with timely feedback on their performance and any actions they need to take to improve performance.

This sampling framework must be supported by appropriate reports from at least one external verifier for the national award which verifies that assessor support arrangements are satisfactory.

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.4 Meet external quality assurance requirements

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Identify how internal assessments will be checked externally and the information needed for this purpose	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b	Plan, collect and analyse information on internal assessment decisions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c	Agree the timing and nature of external assessment audit arrangements	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d	Give supporting background information to external auditors about the assessment process	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e	Explain any issues raised by external auditors and give them supporting information as necessary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f	Raise concerns and disagreements about external audit decisions in a clear and constructive way	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g	Refer any questions or concerns, which could not be dealt with internally, to the awarding body	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h	Give assessors feedback on external audit decisions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i	Ensure that external auditing decisions are included in internal reviews of procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Element V1.4 Meet external quality assurance requirements

Evidence requirements:

- a) The documentation and materials presented for **one external verification** involving the signing-off of candidate achievement which contains:
 - i) an explanation of the internal verifier candidate's involvement with external verification visits
 - ii) confirmation of the timing and nature of external verification visits
 - iii) complete assessment records and supporting evidence as required by the awarding body
 - iv) external reports indicating the outcome of the external quality assurance process and the procedures followed to address quality issues from such reports
 - v) records of internal feedback on the quality assurance process and any reviews of procedures

This will be supported by documentary evidence from the external verifier confirming the sufficiency of the materials provided.
- b) Evidence relating to the relationship with the awarding body which provides details of the internal verification strategy in relation to a particular national award.

Knowledge evidence record

Unit V1 Conduct internal quality assurance of the assessment process

Evidence key:						
EI	Evidence Index No.	O	Observation	P	Personal Statement	
WT	Witness Testimony	PD	Professional discussion	APL	Accreditation of Prior Learning	
Q&A	Questions and Answers					

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
The nature and role of internal quality assurance of assessments								
1	how to monitor and review how candidate competence is assessed and recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	how to ensure that individual assessors are consistent and accurate in their assessment judgements over time and with different candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	how to ensure that assessment decisions between assessors are monitored so assessment standards are applied consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	how to set up effective systems for reviewing assessment decisions and the progress of candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	how to create and apply complaints and appeals procedures in line with the requirements of awarding bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	how to monitor equality and access to assessments and practices that do not discriminate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	how to choose appropriate administrative arrangements to support internal assessment audits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	how to give roles and responsibilities to the people involved in the internal audit process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	how to set and apply clear and effective criteria for choosing assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	how to choose and use appropriate internal assessment evaluation methods in line with your organisation's requirements and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	how to use assessment decisions as a way of evaluating internal audit arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
Principles and concepts								
12	how to use different ways of collecting evidence and how to choose appropriate and efficient methods of doing this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	how to choose different ways of presenting evidence for assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	how to ensure that candidates' past experiences and achievements can be recognised during their assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	how to ensure candidates' knowledge and performance is assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	how to adapt assessment procedures to meet individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	how to identify the difficulties you may have in making safe, fair, valid and reliable judgements of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	how to identify the personal characteristics good assessors need and how to measure them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	how to evaluate assessors' technical competence against the agreed standards and assessment procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	how to identify assessment principles and make these clear to assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	how to identify appropriate standardisation procedures which will help assessors make effective decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	how to ensure that enough resources are available to meet the needs of assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	how to give constructive feedback to assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	how to ensure assessors keep up to date with assessment practices and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	how to give constructive feedback and support to assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	how to identify the development needs of assessors and where they can find the support they need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	how to identify and present concerns about external audit decisions in a constructive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	how to give effective feedback to candidates and assessors on the external audit decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
29	how to use external audit information in a constructive way to improve internal systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	how to identify where and how changes to internal assessment audit arrangements can and should be made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External factors influencing internal quality assurance								
31	how to give candidates access to valid and reliable assessments in line with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	how to identify and apply the requirements of examining and awarding bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	how to ensure that internal systems meet the monitoring and inspection requirements of external agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	how to identify and plan for issues of confidentiality and data protection during the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	how to develop a sampling system which ensures that the audit process meets the needs of the awarding body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	how to apply relevant health, safety and environmental protection and equal opportunities policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	how to plan for the requirements, order and timing of external auditing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	how to choose and set up appropriate administrative arrangements to meet external auditing requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	how to identify the extra information external auditors are likely to need and how best to provide it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	how to identify and evaluate external factors that influence changes in your own area of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	how to identify appropriate sources of support for your own development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit V1 Conduct internal quality assurance of the assessment process

Evidence requirements:

- a) A written record of a professional discussion during which the internal verifier reviews:
 - i) procedures for ensuring that valid and reliable assessment methods are being used by assessors for one national set of standards which cover both knowledge and performance requirements
 - ii) alternative methods of ensuring the accuracy and consistency of assessor judgements and why the particular methods used within the centre are effective
 - iii) arrangements for setting up and monitoring sampling frames and internal audit of the assessment process
 - iv) the complaints and appeals procedures required by awarding bodies and how they can be/have been applied
 - v) how access and equality issues have been addressed in relation to assessment processes
 - vi) how to apply rigorous assessor selection and monitoring procedures and support for assessors
 - vii) external developments in assessment and national standards and their implications for the internal assessment process
 - viii) how to use feedback on the assessment process to improve internal quality assurance arrangements

Unit V1

Conduct internal quality assurance of the assessment process

Feedback/comments

The candidate has satisfied the assessor and internal verifier that the performance criteria, knowledge, understanding and evidence requirements have been achieved.

Candidate: _____	Date: _____
Assessor: _____	Date: _____
Internal Verifier: _____	Date: _____

Unit V2 Conduct external quality assurance of the assessment process

Element	V2.1	Monitor the internal quality assurance process
Element	V2.2	Verify the quality of assessment
Element	V2.3	Provide information, advice and support on the internal quality assurance of assessment processes
Element	V2.4	Evaluate the effectiveness of external quality assurance of the assessment process

Overview

This unit is appropriate for you if your role involves:

- externally evaluating the internal assessment process
- carrying out other related external verification or moderation activities

The activities you are likely to be involved in:

- reviewing internal assessment auditing arrangements
- ensuring that internal assessment decisions are accurate
- ensuring that the requirements for assessment of external awarding bodies are applied
- checking the quality of internal audits and assessments
- monitoring how health, safety and environmental protection procedures are applied within assessment arrangements
- monitoring how equal opportunity and access procedures are applied throughout all assessment procedures
- advising and supporting the people responsible for internal assessment

What the unit covers:

- 1 monitoring the internal quality assurance process
- 2 checking the quality of assessments
- 3 providing information, advice and support on the internal quality assurance of assessment processes
- 4 evaluating the effectiveness of external quality assurance of the assessment process

Scope

This unit covers reviewing internal quality assurance arrangements externally, including systems and how effective they are, based on Edexcel's requirements. This includes checking how assessors are chosen and trained, and the standardisation of assessment decisions, including checking evidence from different assessors. You should take evidence from working with a number of different centres.

You must show evidence of having provided information on national standards, the awarding body procedures and changes to them, as well as giving feedback on assessment decisions and internal quality assurance procedures. You must also show evidence of having audited equal opportunities, access and safety arrangements within centres.

Guidance for assessors and candidates:

Candidates should study the unit carefully and make sure that their day-to-day work meets the standard described. Candidates should also check the knowledge, understanding and skills sections of the unit and make sure they can answer any questions about the points listed.

Evidence achievement record

Unit V2 Conduct external quality assurance of the assessment process

Element V2.1 Monitor the internal quality assurance process

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Monitor the organisation's arrangements for auditing internal assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b	Plan and apply the monitoring procedures that the awarding body needs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c	Monitor how effective the chosen assessment methods are against the necessary outcomes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d	Monitor how accurate internal administration and records are	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e	Monitor the criteria used for choosing assessors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f	Recommend how the organisation can comply with all relevant audit processes and procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g	Review how the internal assessment audit system is evaluated to ensure the organisation can comply with all processes and procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h	Give the awarding body accurate reports on the internal assessment process and any changes that may be necessary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evidence achievement record

Unit **V2** **Conduct external quality assurance of the assessment process**

Element **V2.1** **Monitor the internal quality assurance process**

Evidence requirements:

- a) **Three centre monitoring plans** for different centres (eg company, college, private training provider) at different stages of development which indicate how the external verifier will review:
- i) the validity of the assessment methods chosen against awarding body requirements
 - ii) administrative and recording arrangements
 - iii) assessor selection, induction and support
 - iv) standardisation arrangements
 - v) safety, equality and access arrangements in relation to assessments
 - vi) internal evaluation and review arrangements.

These will be supported by the final reports of the three visits, which deal with the above aspects and supporting feedback and recommendations given to the centres.

Evidence achievement record

Unit V2 Conduct external quality assurance of the assessment process

Element V2.2 Verify the quality of assessment

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Check to ensure that assessors and internal verifiers/auditors have the technical and vocational experience necessary to assess the agreed standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Monitor the quality of induction and support procedures for assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Check that assessors have applied relevant health, safety and environmental protection procedures, as well as equality and access criteria when carrying out assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Check the decisions made by a number of assessors to be sure that each is applying the assessment requirements consistently over time, with different candidates and in different places if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Get evidence of how effective working relationships between assessors and candidates are, along with assessment reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Review how accurate, prompt and secure individual assessor's record-keeping is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Check that assessors have been given accurate and helpful feedback on their assessment decisions and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Identify concerns over assessor's decisions and review these with internal verifiers and auditors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Make a record of the results of the audit, using agreed procedures and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Agree and make a record of a course of action to put things right if assessment arrangements have not been satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Follow the agreed complaints and appeals procedures that the awarding body needs if improvement and other related issues have not been sorted out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	Identify and highlight good practice and ensure you give positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Give the awarding body full and accurate reports on the internal assessment process and any recommendations for changes to it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **V2** **Conduct external quality assurance of the assessment process**

Element **V2.2** **Verify the quality of assessment**

Evidence requirements:

- a) **Three awarding body reports** on centre visits to different centres involving the signing off of assessment decisions which deal with:
- i) checks on assessor and internal verifier competence and experience
 - ii) assessor support and standardisation arrangements
 - iii) checks on assessor judgements via appropriate sampling strategies, including at least one candidate interview
 - iv) assessment record keeping and administration.
- This will be supported by written feedback provided to the centre and follow-up monitoring and review arrangements in relation to specific recommendations.
- b) Written evidence of having sampled the assessment planning, assessment judgements and feedback to candidates of **three different assessors** for one national award, including one live assessment of one assessor, which reviewed:
- i) assessment decisions by same assessor on two separate occasions with at least 2 different candidates
 - ii) assessment decisions made by different assessors in relation to the same national standards
 - iii) the timing and quality of assessor/candidate reviews and assessment reviews.
- This will be supported by a written record of feedback provided to the centre and any follow-up monitoring carried out following recommendations made by the external verifier on changes to assessor activity.

Evidence achievement record

Unit V2 Conduct external quality assurance of the assessment process

Element V2.3 Provide information, advice and support on the internal quality assurance of assessment processes

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Make early and regular contact with internal verifiers/auditors at all stages when developing assessment systems and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Identify concerns over the internal audit processes and review these with internal verifiers/auditors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Ensure that effective administrative arrangements are developed to support the internal audit and assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Agree how internal assessments will be externally audited and the information needed for this purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Give information and advice on the timing and nature of external audit arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	Give the centre details of the people to be interviewed or involved in the audit process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	Identify and explain any issues of understanding the awarding or accrediting body criteria and requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	Raise concerns about internal audit procedures and assessment decisions in a clear and constructive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Give constructive and helpful feedback on external audit decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Identify opportunities to improve internal audits and assessments, and give advice and support to put these improvements into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Carry out appropriate complaints and appeals procedures if you are not able to resolve disagreements or concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit **V2** **Conduct external quality assurance of the assessment process**

Element **V2.3** **Provide information, advice and support on the internal quality assurance of assessment processes**

Evidence requirements:

- a) Copies of correspondence, reports, telephone logs and follow-up contacts with **three different centres**. This should include at least one incidence of reporting to the awarding body on the clarification of issues and concerns.

Evidence achievement record

Unit **V2** **Conduct external quality assurance of the assessment process**

Element **V2.4** **Evaluate the effectiveness of external quality assurance of the assessment process**

Performance Criteria		Assessor to insert date each time competence is achieved				
You must be able to do the following:						
a	Identify and use internal assessment audit information to evaluate the systems and procedures of awarding bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	Contribute to the awarding body standardisation arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	Evaluate how effective the process of candidate assessment is as part of the internal quality assurance process, and report back to the awarding body and internal auditors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	Review recording and administrative arrangements against information needed by the awarding body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Contribute to the awarding body's reviews of external auditing arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit V2 **Conduct external quality assurance of the assessment process**

Element V2.4 **Evaluate the effectiveness of external quality assurance of the assessment process**

Evidence requirements:

You must provide:

- a) A complete set of awarding body report forms for **three different centres** with endorsement by awarding body officers of their acceptability and completeness.
- b) **One monitoring report** on the performance of the external verifier on a visit by the person responsible for the quality assurance of external verification processes.
- c) Participation at a minimum of **two** awarding body external verifier updating /standardisation events.

Knowledge evidence record

Unit V2 Conduct external quality assurance of the assessment process

Evidence key:						
EI	Evidence Index No.	O	Observation	P	Personal Statement	
WT	Witness Testimony	PD	Professional discussion\	APL	Accreditation of Prior Learning	
Q&A	Questions and Answers					

Knowledge, understanding and skills for this unit:		Type of Evidence						
You need to be able to show that you have general knowledge and understanding of the following:		EI	O	P	WT	PD	APL	Q&A DATE
The nature and role of external quality assurance of assessment								
1	how to monitor and review individual candidate's assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	how to monitor procedures for ensuring that individual assessors are consistent and accurate in their assessment judgements over time and with different candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	how to monitor internal assessor standardisation procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	how to monitor recording procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	how to monitor the progress of, and support arrangements for, candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	how to identify who to go to for advice and help if you have difficulties in accessing information within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principles and concepts								
7	how to use different ways of collecting evidence and how to monitor methods chosen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	how to ensure that candidates' past experience and achievements are recognised during their assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	how to monitor the assessment evidence to check accuracy and consistency but not to change assessment decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	how to ensure that candidates' knowledge and performance is assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
11	how to review arrangements for adapting assessment procedures to meet individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	how to get involved if there are problems in making safe, fair, valid and reliable judgements of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	how to plan sampling activities to help the monitoring and review of the internal audit process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	how to monitor access to valid and reliable assessment for all candidates against the agreed standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	how to review administrative arrangements to support internal assessment audits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	how to ensure that clear and effective selection criteria have been applied for choosing assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	how to evaluate the technical and vocational experience of assessors against the agreed standards and assessment procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	how to ensure that assessors understand the assessment principles they are using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	how to monitor assessors' consistency and accuracy over time and with different candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	how to evaluate the quality of feedback given to assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	how to support the planning and order of the internal assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	how to identify and present concerns about internal audit decisions in a constructive way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	how to give effective feedback to internal auditors and assessors on the external audit decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External factors influencing external quality assurance process								
24	how to monitor procedures for equal access to fair assessment in line with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	how to identify and apply the requirements of examining and awarding bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	how to set out and explain the requirements of external assessment auditing and the information needed to do this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	how to check that arrangements for confidentiality and data protection are adequate during the assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued overleaf

You need to be able to show that you have general knowledge and understanding of the following:		Type of Evidence						
		EI	O	P	WT	PD	APL	Q&A DATE
28	how to identify and apply appropriate complaints and appeals procedures in the correct order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	who needs to be involved in the external audit process and the reasons for their involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	how to give information to the awarding body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	how to ensure that internal systems meet the monitoring and inspection requirements of external agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	how to follow agreed complaints and appeals procedures if somebody disagrees with an assessment judgements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	how to identify who to go to for advice and help if you have difficulties in agreeing on the meaning of standards, assessment specifications and assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	how to identify and evaluate external factors that influence changes in your own area of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	how to identify appropriate sources of support for your own development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence achievement record

Unit V2 Conduct external quality assurance of the assessment process

Evidence requirements:

- a) A written record of a professional discussion during which the external verifier candidate reviews:
 - i) how to apply external audit and sampling processes
 - ii) centre procedures for ensuring that valid and reliable assessment methods are being used by assessors
 - iii) methods of ensuring the accuracy and consistency of assessor judgements
 - iv) the complaints and appeals procedures required by awarding bodies and how they can be/have been applied
 - v) how safety, access and equality issues have been addressed in relation to assessment processes
 - vi) different types of centres and the implication of their differences for the external quality assurance process
 - vii) how to monitor assessor selection and monitoring procedures and support for assessors
 - viii) developments in assessment and national standards and their implications for the external assessment process
 - ix) how to provide feedback on the assessment process to improve internal quality assurance arrangements
 - x) the effectiveness of awarding body procedures for ensuring external quality assurance.

Unit

V2

Conduct external quality assurance of the assessment process

Feedback/comments

The candidate has satisfied the assessor and internal verifier that the performance criteria, knowledge, understanding and evidence requirements have been achieved.	
Candidate: _____	Date: _____
Assessor: _____	Date: _____
Internal Verifier: _____	Date: _____

Edexcel Assessor and Verifier Units

Candidate Name: _____

Unit checklist: circle the reference number of each unit as you complete it.

Units	Unit A1	Unit A2	Unit V1	Unit V2
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Units

Unit number	Title	Assessor's signature	Date
A1	Assess candidates using a range of methods		
A2	Assess candidates' performance through observation		
V1	Conduct internal quality assurance of the assessment process		
V2	Conduct external quality assurance of the assessment process		

COMPLETION

Candidate's signature: _____

Assessor's signature: _____

Internal verifier's signature: _____

This must be an Odd page Glossary of terms

Advisor	a person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
Assessment	the process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
Assessor	the person designated in a centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.
Authentication	the process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
Candidate	the person enrolling for an Edexcel qualification.
Centre	the college, training organisation school or workplace where Edexcel qualifications are delivered and assessed.
Element of competence	statements which define the products of learning. The statements describe the activities the candidate needs to perform in order to achieve the unit. They contain achievement criteria and sometimes statements on evidence of achievement and evidence. (see outcome)
Evidence	materials the candidate has to provide as proof of his or her competence against specified achievement criteria.
Evidence requirements	specify the evidence that must be gathered to show that the candidate has met the standards laid down in the achievement criteria.
External verifier	the person appointed by Edexcel who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of units.
Instrument of assessment	a means of generating evidence of the candidate's performance.
Internal verifier	the person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.
Observation	a means of assessment in which the candidate is observed carrying out tasks that reflect the performance criteria.
Performance criteria	statements which describe the standard to which candidates must perform the activities.
Portfolio	a compilation of evidence which can form the basis for assessment. The portfolio is commonly used in NVQ awards and in alternative routes to assessment such as APL and credit transfer.
Product evaluation	a means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
Range statement (in some imported units)	a statement in the unit which specifies the different contexts in which the activities described in the outcome have to be demonstrated. Where they appear, range statements are mandatory.

Assessor and Verifier glossary of terms

Action plan	An agreed set of learning and training activities for an individual candidate. These activities should be based on a review of the requirements of the occupational standards contained within a recognised award. It should contain a structured programme of learning experiences within an agreed time frame.
Assessment plan	A detailed statement of how and when specific outcomes in the standards will be assessed and by which method(s). It must also provide a clear set of actions to be carried out by the candidate, the assessor(s) and any others involved in the process with a timescale attached to each activity. This will be agreed between the candidates and one or more assessor. It may also indicate how other people such as supervisors, college tutors and others may contribute to the assessment process and how.
Assessment record	A record of which outcomes have been assessed with an indication of the success or otherwise of the outcome. The record must provide details of the candidate, the assessor and the assessment method(s) used. The record may be a standardised pro-forma issued by Edexcel, an internal record devised by an organisation or an individual assessors record system.
Element/component of an award	A discrete assessable outcome or group of outcomes drawn from a set of national standards within the national qualifications framework. In NVQs this is usually a unit of competence. It must represent a substantive outcome rather than a set of sub-activities and relate to a primary function within the qualification.
Endorsed assessment plan	A candidate assessment plan which has been counter-signed and approved by a recognised assessor. The endorsement can relate to both the initial agreed plan and to all/any subsequent modifications to the plan in the light of progress and assessment activities. There should be a clear indication of how and why the original plan has been altered and a new set of agreed actions with timescale produced.
External audit and sampling	An agreed set of activities by which internal assessment decisions are monitored, and checked for intra-assessor and inter-assessor accuracy and consistency. It also includes the review of internal standardisation processes to ensure the quality of assessment decisions and the support provided to assessors and others. It is normally a formalised process defined by Edexcel and recognised by the Regulatory Authorities or other appropriate agency. It will contain procedures for identifying the frequency, level and coverage of the sampling of assessment decisions within and between recognised centres.
Internal quality assurance and standardisation of assessment	An agreed set of activities by which internal assessment decisions by different assessors are monitored and reviewed. This includes specific arrangements for ensuring the selection of suitable assessors, their induction and training in relation to specific standards and their use of appropriate assessment methods which are valid in relation to the standards being assessed. It will also include specific arrangements for the standardisation of assessment decisions between different assessors and monitoring the consistency of a single assessor's judgements over time and with a number of candidates (if appropriate). The overall quality assurance system must be endorsed by the organisation and be acceptable to the body responsible for external quality assurance of the assessment process.

Professional discussion	A structured review of practice conducted between an assessor or verifier and a person making a judgement on their competence which identifies and explores key aspects of competence not readily manifested by product evidence. The specific areas of activity to be explored and the methods by which the discussion will be conducted must be clearly identified and agreed in advance. This could be via a presentation followed by questioning, what if questioning to cover contingencies or the use of scenarios to explore practice (or other forms of mutually agreed processes). The common evidence requirements clearly state which aspects of competence are to be covered by each professional discussion and these must form the basis of the exchange. The purpose of the discussion is to probe the level of competence of the individual and to be certain that their actions are based on a firm understanding of principles which support practice. Thus the questioning will normally centre on the reasons for selecting specific actions, the alternatives considered and the factors taken into consideration as well as an evaluation of successes and failures and learning points for the future. The outcomes of the professional discussion should be captured by means of audio/video-tape, written summaries and evidence of structured questioning (eg question checklist or structured interview schedule).
Progress reviews	Formal or semi-formal meetings between assessors and candidates to identify progress within an agreed action plan and achievements against an agreed assessment plan. They should identify areas of success and identify where additional learning and training opportunities are needed and how they will be provide, by whom and when. They also provide opportunities to identify the next stages in the assessment process and the re-development of an assessment plan for the completion of the qualification.
Records	Examples include reports, accounts, action and assessment plans, completed observation forms or witness testimonies, minutes of meetings (eg of standardisation meetings), assignments, video or audio tapes (eg of professional discussions or meetings with candidates), or any other type of evidence that forms an audit trail.
Sampling framework/strategy	The methods to be used to monitor the quality of assessment decisions and internal quality assurance within a recognised centre using agreed procedures. It will provide details of the level, nature and frequency of reviews of assessment decision, by assessor, by type of evidence, by numbers of candidates and by type of centre depending upon the requirements of the qualification. It will meet the requirements for sampling imposed by appropriate external agencies and the specific monitoring regimes set down.
Systems documentation	Those documents used by an assessment centre for recording all appropriate assessment decisions and internal quality assurance auditing processes. This will include records of candidates, their action plans, their assessment plans and the outcomes of progress reviews. It will also include details of assessor selection, induction, standardisation and support as well as the written outcomes of internal quality auditing and reviews. The documents used within the system can be designed by the recognised assessment centre or be those required and produced by Edexcel.

Section 4 - Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Blank recording forms

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Portfolio title page

Your name:

Job title:

**Name of Employer/Training
Provider/College:**

Their address:

Tel no:

Award:

Level:

Units submitted for assessment:

Mentor:

**(Please provide details of Mentor's
experience)**

Assessor:

Date:

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Personal profile

Name

Address

Postcode

Tel no

Job title

Relevant experience

Description of your current job

Previous work experience

Qualifications and training

Qualifications and training
(continued)



Voluntary work/interests



**Name of Employer/Training
Provider/College**



Address



Postcode



Tel no



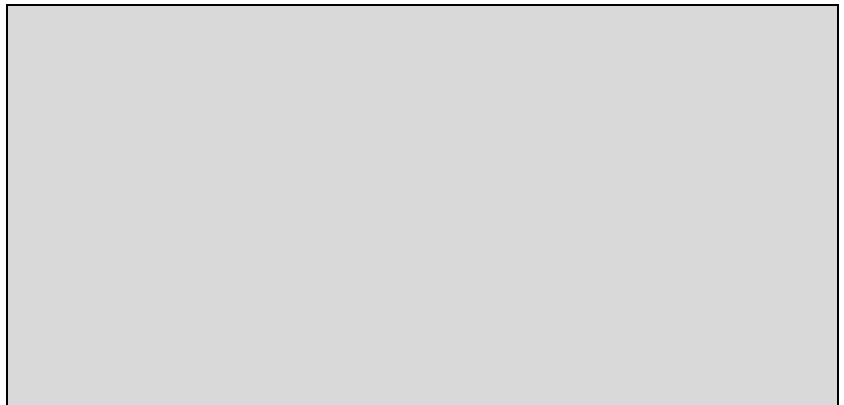
Type of Business



Number of Staff



Structure of organisation
(include chart or diagram if
available)



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant portfolio page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	<input type="text"/>
Personal profile		
• your own personal details	<input type="checkbox"/>	<input type="text"/>
• a brief CV or career profile	<input type="checkbox"/>	<input type="text"/>
• description of your job	<input type="checkbox"/>	<input type="text"/>
• information about your employer/training provider/college	<input type="checkbox"/>	<input type="text"/>
Summary of the units	<input type="checkbox"/>	<input type="text"/>
Completed units		
• signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	<input type="text"/>
• reference numbers included	<input type="checkbox"/>	<input type="text"/>
• unit assessment plans	<input type="checkbox"/>	<input type="text"/>
Unit progress record	<input type="checkbox"/>	<input type="text"/>
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	<input type="text"/>
Evidence (with reference numbers)		
• observation records	<input type="checkbox"/>	<input type="text"/>
• details of witnesses (witness testimony sheets)	<input type="checkbox"/>	<input type="text"/>
• personal statements	<input type="checkbox"/>	<input type="text"/>

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Activities needing to be performed

Element 1:					
Element 2:					
Element 3:					
Element 4:					

Additional comments:

Assessor's signature:

Date:

Candidate's signature:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, national standards and evidence of achievement covered

Candidate's signature: _____ Date: _____

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Observation record

Unit/Elements(s): _____
Candidate: _____ Date of observation: _____
Evidence index: _____

Skills/activities observed:	Performance criteria and evidence of achievement covered:

Knowledge and understanding apparent from this observation:

Other units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.	
Assessor's signature: _____	Date: _____
Candidate's signature: _____	Date: _____

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Witness testimony

Award title and level:	_____
Candidate name:	_____
Evidence index no:	_____
Where applicable, evidence no. to which this testimony relates:	_____
Element(s):	_____
Date of evidence:	_____
Witness name:	_____
Designation/relationship to candidate:	_____
Details of testimony:	

I can confirm the candidate's evidence is authentic and accurate	
Witness signature: _____	Date: _____
Name: _____	

Please tick the appropriate box:

A1/A2D32/D33 Award

Familiar with the standards to which the candidate is working

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Professional discussion

NVQ title and level:

Candidate name:

Evidence index no:

**Where applicable, evidence
no to which this testimony
relates:**

Element(s):

Date of evidence:

Assessor:

Details of professional discussion:

I can confirm that this is an accurate record of our professional discussion.

Assessor's signature:

Date:

Candidate's signature:

Date:

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Order Code BA012455 July 2002

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