

3012 Assess learner achievement

SQA Unit Code

H3L9 04

Level 2

SCQF Level 6

Credit value 9

Unit Summary

This standard is about assessing learning and development against agreed criteria. , It covers a range of different assessments including competence, knowledge and understanding and skills

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out below. Your performance evidence must include at least one observation by your assessor.

| You must be able to: | You need to show: |
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| <p>1. Assess learner achievement</p> <p>This means you:</p> <p>Ensure learners understand the purpose, requirements and processes of assessment</p> <p>Plan assessment to meet requirements and learner needs</p> <p>Use valid, fair, reliable and safe assessment methods</p> <p>Identify and collect evidence that is:</p> <ul style="list-style-type: none"> • Valid • Authentic • Sufficient <p>Make assessment decisions against specified criteria</p> <p>Provide feedback to the learner that affirms achievement and identifies any additional requirements</p> <p>Maintain required records of the assessment process, its outcomes and learner progress</p> <p>Work with others to ensure the standardisation of</p> | <p>Evidence must be work-based, simulation alone is only allowed where shown in <i>bold italics</i></p> <p>Evidence of assessing learner achievement as part of your role in accordance with workplace procedures and within the limits of your own responsibilities.</p> |

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| assessment practice and outcomes | |
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Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used.

You need to know and understand:

1. The key concepts and principles of assessment
2. The range of information that should be made available to learners
3. The current criteria against which assessments are made and the current regulations and requirements relating to their assessment
4. Guidelines for assessment planning as appropriate to own area of responsibility
5. How to involve learners in the planning of assessments
6. How assessment arrangements can be adapted to meet the needs of individual learners
7. The uses, benefits and drawbacks of different assessment methods, including the use of simulation and those that involve the use of technology
8. The types of risks that may be involved in the assessment process and how to manage these
9. Issues related to equality, diversity and, where relevant, bilingualism, that may affect the assessment process and how to address these
10. How to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair
11. How to determine when evidence is sufficient to make an assessment decision
12. How to judge the authenticity and currency of evidence and what to do when there is doubt
13. How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed
14. Factors to consider when providing feedback to learners
15. The relevant procedures when there are disputes concerning assessment
16. Standardisation processes and how to contribute to these
17. How to co-operate and work effectively with others involved in the assessment process
18. The value and purpose of continuing professional development for assessment practitioners

Evidence of performance may employ examples of the following assessment:

- observation
- written and oral questioning;
- evidence from company systems (e.g. Food Safety Management System)
- reviewing the outcomes of work
- checking any records of documents completed
- checking accounts of work that the candidate or others have written