

Assessor/Verifier Unit A1

Candidate Guidance and Portfolio

Candidate:

Assessor:

Independent Assessor:

Internal Verifier:

The National occupational standards which form the basis of this award were developed by ENTO. This document is for candidate use only and should not be used as substitute for the National Occupational Standards.

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs 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 Standards Setting Body (SSB) which is made up of representatives from the industry or profession and it is the SSB'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 Learning and Development level 3 is ENTO.

Access to SVQs is open to all and you can be assessed either against a particular unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs 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.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. 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. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units & Elements	Units define the broad functions carried out in your particular job and are made up of a number of elements . Each element describes a specific work activity which you have to perform and may relate to skills or to the demonstration of knowledge and understanding.
Performance criteria	The level and quality of how you should carry out these activities is determined by a number of statements called performance criteria . Performance criteria are used to judge your competence.
Range/Scope statements	A range statement tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the range statements must not be treated as optional. Range statements are also called scope in some National Occupational Standards.
Evidence requirements	The Evidence requirements specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the performance criteria and in all the circumstances defined in the range statements.
Knowledge and understanding	The section on knowledge and understanding states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ element overleaf.

An example of an SVQ Element

UNIT: (1) Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1 Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **element**.

You must ensure that you:

1. Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
2. Comply with Statutory Regulations at all times.
3. Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

1. Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **range** statement.

Evidence Requirements

The things you must prove that you can do:

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

1. Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
2. Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

1. The roles and responsibilities of your self and others under the Health and Safety at Work Act 1974.
2. The general regulations that apply to you being at work.
3. The specific regulations which govern your work activities.

The **KNOWLEDGE & UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the elements 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 Centre will register your claim to competence through the Awarding Body. The Awarding Body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

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Hanover House
24 Douglas Street
Glasgow
G2 7NQ

The process of gaining an SVQ 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 SVQ. 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 SVQ, or a unit of an SVQ, 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
- ◆ **assessor-verifier candidate competence** — where evidence comes from the candidate's proven competence
- ◆ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see "Who does what in SVQs" 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 (**performance criteria**)
- ◆ you understand why you are doing things (**knowledge and understanding**)
- ◆ you can apply the required skills in different ways (**range**)

Assessment is flexible and you can be certificated for each unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a unit. However, you and your assessor should still set target dates for completing each unit, otherwise your qualification could go on forever. Be realistic though, 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?

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

	<i>Who are they?</i>	<i>What is their role?</i>
Assessor –Candidate	The person who wants to achieve the A1 Unit - in this case, you.	You need to show competent performance against the national occupational standards in order to be awarded your unit of competence.
Primary Assessor	An Assessor, employed by the centre, who will have sufficient occupational competence to ensure an up-to-date working knowledge and experience of the principles and practices specified in the standards they are assessing. They will also have achieved their relevant Assessor awards before they start to assess you.	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether you have demonstrated competence. Provide guidance and support. Assist with planning assessments, giving feedback and recording your progress.
Independent Assessor	This person is appointed by the approved centre who must be independent from the candidate. They will be a competent job-holder (in the area they are assessing) and qualified as an assessor.	They will provide an independent assessment judgement on a substantive piece of outcome evidence i.e. they may assess a completed Assessment Plan.
Internal Verifier	An individual appointed by the 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.
External Moderators	Individuals appointed by the Awarding Body to ensure that standards are being applied uniformly and consistently across all centres.	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.
Approved Centres	Organisations approved by awarding bodies to coordinate assessment arrangements.	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.

What is evidence?

To claim competence for an SVQ 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, your Centre 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 SVQ 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

Your evidence may be collected through a range of sources, such as employment and training programmes which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from others, ie external verifiers or colleagues/internal verifiers, models; audio tapes, videos.

When you first begin your SVQ, 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 10.

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
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning
- ◆ work products ie assessment plans, completed IV Reports etc

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 performance criteria and range 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, but will be recorded in your portfolio as evidence.

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 SVQ, 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 SVQ or HNC competence based Unit in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

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 SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. 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 SVQ. 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 your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Standards Setting Body's (SSB's) view of what constitutes a realistic working environment. Some SSBs stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each element 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 performance criteria. You may even find that evidence is relevant for different units — this is called **integration of assessment**.

When you first begin your SVQ, 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 performance 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".

Please return this form to:

Development Co-ordination Unit
Scottish Qualifications Authority
Hanover House
24 Douglas Street
Glasgow G2 7NQ

Optional information:

Name:

Organisation:

Unit A1 (D94L 04)

Assess candidates using a range of methods

Element 1 (A1.1)

Develop plans for assessing competence with candidates

Element 2 (A1.2)

Judge evidence against criteria to make assessment decisions

Element 3 (A1.3)

Provide feedback and support to candidates on assessment

Element 4 (A1.4)

Contribute to the internal quality assurance process

Unit Summary

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
- ◆ contributing 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

Unit A1 (D94L 04) Assess candidates using a range of methods

What this unit covers:

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

Scope

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

- 1 Watching candidates perform in the workplace.
- 2 Asking candidates questions.
- 3 Taking account of past experience and achievements.
- 4 Setting tests.
- 5 Setting projects and tasks.
- 6 Arranging simulations.
- 7 Assessing the candidate's report of their work.
- 8 Using evidence from other people, including peers and witnesses.

Assessment can include using material from Awarding Bodies 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 processes of handling them.

Unit A1 (D94L 04) Assess candidates using a range of methods

Knowledge Requirements

- a) A record of oral or written explanation from the assessor-candidate, during which he or she reviews any method of assessment not covered by performance evidence.

Ref:

The explanation should:

- ◆ indicate the validity and reliability of each method
- ◆ review any potential issues of fairness and access in relation to assessment methods
- ◆ cover all of the following methods 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 record of written or oral explanation of the following procedures used in the assessor-candidate's centre:

Ref:

- ◆ how to provide access to assessments 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

- c) A record of written or oral explanation covering any of the knowledge requirements which have not been demonstrated through performance evidence.

Ref:

Unit A1 (D94L 04) Assess candidates using a range of methods

Element 1 (A1.1) Develop plans for assessing competence with candidates

Performance Criteria

You must be able to do the following:

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

Unit A1 (D94L 04) Assess candidates using a range of methods

Element 1 (A1.1) Develop plans for assessing competence with candidates

Evidence Requirements

a) Three assessment plans for a minimum of two candidates (three plans in total).

Each assessment plan must:

- ◆ cover one full Unit of competence which can be certified (eg SVQ/NVQ Unit, National Unit)
- ◆ indicate which assessment methods will be used
- ◆ show how and when assessment will take place

Total: Three assessment plans

Ref:

Over the three plans the assessor–candidate will:

- ◆ cover a minimum of four different assessment methods, including observation of the candidate
- ◆ provide one example of where others make a contribution to the assessment process (eg expert witness testimony from advisors, mentors, line managers)

b) Provide a record of written or oral explanation which:

- ◆ states the assessment methods selected to assess specific aspects of competence
- ◆ indicates why the assessment methods selected are fair, safe, valid and reliable indicators of competence
- ◆ shows how others have been involved in the assessment process and their precise contribution to the process

Total: One record

Ref:

c) Produce written progress reviews conducted with a minimum of 2 candidates, including evidence of having updated assessment plans

Total: Two written reviews

Ref:

Unit A1 (D94L 04)

Assess candidates using a range of methods

Element 1 (A1.1)

Develop plans for assessing competence with candidates

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Unit A1 (D94L 04) Assess candidates using a range of methods

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

Performance Criteria

You must be able to do the following:

- a use the agreed assessment methods to assess competence in appropriate situations
- b use the past experience and achievements of candidates as part of the assessment of their current competence
- c ensure that the evidence comes from the candidate's own work
- d make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard
- e collect evidence from other people involved in the assessment process
- f apply any agreed special arrangements to make sure the assessment is fair
- g base your decisions on all the relevant evidence of candidates' performance and knowledge, take this evidence from as many places as possible
- h explain and resolve any inconsistencies in the evidence
- i make record of the outcomes of assessments by using the agreed recording system
- j speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance

Evidence Requirements

- a) Assessment evidence showing the assessor-candidate's decision for the three assessment plans generated for A1.1

A record of written or oral explanation where the assessor-candidate presents how she or he has:

- ◆ used four different types of evidence (including observation) to demonstrate achievement of the standards
- ◆ explained how the assessment methods were implemented
- ◆ evaluated the effectiveness of the assessment methods in the light of assessing candidates
- ◆ demonstrated his or her competence in relation to criteria c), d) and g) for Element A1.2

Total: One record

Ref:

Unit A1 (D94L 04)

Assess candidates using a range of methods

Element 2 (A1.2)

Judge evidence against criteria to make assessment decisions

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Unit A1 (D94L 04) Assess candidates using a range of methods

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

Performance Criteria

You must be able to do the following:

- a give candidates feedback at an appropriate time and place
- b give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- c clearly explain your assessment decisions on whether candidates' evidence of competence is good enough
- d give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence
- e encourage candidates to get advice on your assessment decisions
- f identify and agree the next steps in the assessment process and how candidates will achieve these
- g follow the agreed complaints and appeals procedures if candidates disagree with your assessment decisions

Evidence Requirements

- a) A minimum of one observation by the assessor of the assessor-candidate providing feedback to one of the candidates planned for in A1.1. This must be supported by written or oral records of the feedback given to the other candidate(s) planned for in A1.1.

Total: One record of observation; two records of feedback

Ref:

- b) A record of written or oral explanation based on feedback to candidates where the assessor-candidate indicates how criteria a), d) and f) were addressed. This explanation may be gathered using a professional discussion.

Total: One record

Ref:

Unit A1 (D94L 04)

Assess candidates using a range of methods

Element 3 (A1.3)

Provide feedback and support to candidates on assessment decisions

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Unit A1 (D94L 04) Assess candidates using a range of methods

Element 4 (A1.4) Contribute to the internal quality assurance process

Performance Criteria

You must be able to do the following:

- a ensure your assessment records are accurate and up to date, and provide an adult trail of evidence
- b contribute to standardisation arrangements so that your assessment decisions are in line with others
- c give accurate and timely information on assessments
- d contribute to the agreed quality assurance process

Evidence Requirements

- a) The assessment records for the different candidates planned for in A1.1 which have been used as part of the quality assurance process.

Total: A minimum of two records

Ref:

- b) Written evidence of having contributed to internal standardisation procedures, involving the review of at least two pieces of evidence for each of two different candidates.

**See Sources of evidence' for A1 in this publication for additional guidance*

Total: Four reviews — one for each of the pieces of candidate evidence

Ref:

- c) A written statement from the person responsible for internal quality assurance (eg an Internal Verifier for SVQ/NVQ) that the assessor has contributed to the agreed quality assurance procedures.

Total: One statement

Ref:

Unit A1 (D94L 04)

Assess candidates using a range of methods

Element 4 (A1.4)

Contribute to the internal quality assurance process

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Sources of evidence

Work Activities

- ◆ discussion with candidates
- ◆ discussion with others

Products or Outcomes

- ◆ assessment plans
- ◆ assessment plan reviews
- ◆ observation of assessment evidence/records
- ◆ records of candidate feedback
- ◆ records of assessor-candidate feedback
- ◆ internal verification records
- ◆ internal verification/standardisation meeting minutes/records

Records of Explanations

- ◆ selection, implementation and evaluation of assessment methods
- ◆ covering specified criteria (as per Evidence Requirements)
- ◆ for areas of knowledge not demonstrated through performance evidence
- ◆ covering knowledge requirements (in Evidence Requirements)

Statements

- ◆ statement from Internal Verifier on your contribution to quality assurance procedures

*A1.4

An internal standardisation meeting will normally involve all assessors for a particular qualification and their internal verifier. At the meeting, evidence produced by candidates and judgements made by the assessors will be compared to ensure that there is a level of consistency and that the decisions being made meet national standards across the team. Equally there will be consideration of evidence that has been deemed not to have met the national standard. The meeting might focus on a particular unit, an assessment method or a type of evidence.

Ideally, pieces of evidence which have been assessed by the assessor-candidate should form part of this standardisation process as it allows them to standardise their work against that of more experienced assessors.

Source: ENTO Frequently Asked Questions, version 9, 20/04/05

Unit A1 (D94L 04) Assess candidates using a range of methods

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

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

The nature and role of assessments of competence

- 1 how to identify and use different types of evidence when carrying out assessments
- 2 how to identify and compare different types of evidence when making your assessment decisions
- 3 how to collect evidence in ways that are cost-effective and timely
- 4 how to collect and use evidence from candidates' prior experience and achievements within the current assessment process
- 5 how to develop and agree assessment plans with candidates and the other people involved
- 6 how to accurately assess performance against specific parts of a standard
- 7 how to take appropriate action and help candidates develop their competence
- 8 how to change assessment procedures to meet the individual needs of candidates
- 9 how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases
- 10 how to follow standardisation and internal quality assurance procedures

Principles and concepts

- 11 how to measure existing levels of competence
- 12 how to make valid and reliable assessments of candidates' knowledge
- 13 how to make valid and reliable assessments of candidates performance
- 14 how to make sure you have covered all the agreed criteria during an assessment
- 15 how to check that the evidence is the candidates' own work
- 16 how to make sure that supporting evidence supplied by other people is reliable
- 17 how to encourage candidates to consider and use their past experience and achievements
- 18 how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent

Unit A1 (D94L 04) Assess candidates using a range of methods

- 19 how to involve candidates in planning assessments
- 20 how to keep to the Data Protection Act
- 21 how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment
- 22 how to use language and behaviour which does not discriminate against any candidate
- 23 how to meet the different needs of candidates
- 24 how to give feedback to candidates with different levels of confidence and experience
- 25 how to encourage candidates to ask questions and get advice
- 26 how to monitor and review progress with candidates
- 27 how to identify changes in levels of candidates' competence and assess how this affects your own competence
- 28 how to use opportunities to update your skills and experience
- 29 how to identify and use information on current assessment best practice
- 30 how to use personal development opportunities to improve your assessment skills

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
- 32 how to recognise and challenge unfair discrimination in assessments
- 33 who to get advice from about meeting candidates' special assessment requirements
- 34 how to identify and plan for issues of confidentiality and data protection during the assessment process
- 35 how to record, store and pass on assessment decisions to other people within an agreed system
- 36 how to identify and assess things that can influence your own competence
- 37 how to identify appropriate sources of support for your own development

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____