# CPD Toolkit Template:

## SVQ unit: Assess Learner Achievement in the Workplace Using Direct Methods at SCQF level 8 — Code: J8RP 04

| Performance:What the assessor or assessor-candidate must do: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **1. Prepare to assess:**(a) Ensure learners understand the purpose, requirements and processes of assessment.  |  |  |

| Performance:What the assessor or assessor-candidate must do: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **2. Plan assessments:**(a) Identify evidence that is valid, authentic, reliable, robust, current and sufficient. |  |  |
| (b) Plan to use valid, authentic, reliable, robust, current and sufficient assessment methods. |  |  |
| (c) Plan assessment to meet requirements and learner needs. |  |  |

| Performance:What the assessor or assessor-candidate must do: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **3. Assess learner performance and knowledge:**(a) Collect evidence that is valid, authentic, reliable, robust, current and sufficient. |  |  |
| (b) Use assessment methods that are valid, authentic, reliable, robust, current and sufficient. |  |  |
| (c) Make assessment decisions against specified criteria in accordance with the relevant assessment guidance. |  |  |
| (d) Work with others to ensure the standardisation of assessment practice and outcomes. |  |  |

| Performance:What the assessor or assessor-candidate must do: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **4. Confirm progression and achievement:**(a) Provide feedback to the learner that affirms achievement and identifies any additional requirements. |  |  |
| (b) Maintain required records of the assessment process, its outcomes and learner progress. |  |  |
| (c) Reflect on own practice and identify professional development needs. |  |  |

| Knowledge:What the assessor or assessor-candidate must know: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **1. Prepare to assess:**(1) The organisational, legal and professional requirements that should be followed when planning learning and development programmes. |  |  |
| (2) The role of the assessor and the relevant requirements of the role. |  |  |
| (3) The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles. |  |  |
| (4) The agreed procedures for planning, preparing for and carrying out assessments. |  |  |
| (5) How to judge when the learner is ready for assessment. |  |  |
| (6) The range of information that should be made available to learners.  |  |  |
| (7) The key concepts and principles of assessment. |  |  |
| (8) The current criteria against which assessments are made and the current regulations and requirements relating to their assessment. |  |  |
| (9) The learner’s job role and their work environment and how this influences which assessment approach to use. |  |  |
| (10) How to ensure the health and safety of the learner is maintained during assessment. |  |  |

| Knowledge:What the assessor or assessor-candidate must know: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **2. Plan assessments:**(1) Guidelines for assessment planning as appropriate to own area of responsibility. |  |  |
| (2) The key concepts and principles of assessment (validity, authenticity, reliability, robustness, currency, sufficiency (VARRCS)). |  |  |
| (3) The key concepts and principles of quality assurance. |  |  |
| (4) The uses, benefits and drawbacks of different assessment methods. |  |  |
| (5) The types of risks that may be involved in the assessment process and how to manage these. |  |  |
| (6) How to involve learners in the planning of assessments. |  |  |
| (7) How assessment arrangements can be adapted to meet the needs of individual learners. |  |  |
| (8) Issues related to equality and diversity that may affect the assessment process and how to address these. |  |  |
| (9) How to make the assessment environment appropriate to the learner’s needs and the criteria being assessed. |  |  |
| (10) The relevant procedures when there are disputes concerning assessment. |  |  |

| Knowledge:What the assessor or assessor-candidate must know: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **3. Assess learner performance and knowledge:**(1) The key concepts and principles of assessment (competent versus not yet competent.) |  |  |
| (2) Appropriate criteria for judging the quality of the assessment process.  |  |  |
| (3) How to make sure that assessment decisions are made against specified criteria and are valid, reliable, fair and robust.  |  |  |
| (4) How to determine when evidence is sufficient to make an assessment decision. |  |  |
| (5) How to judge the validity, authenticity, reliability, robustness and currency of evidence and what to do when there is doubt. |  |  |
| (6) Standardisation processes and how to contribute to those. |  |  |
| (7) How to co-operate and work effectively with others involved in the assessment process. |  |  |

| Knowledge:What the assessor or assessor-candidate must know: | Supporting procedures | I already include in my practice = CI need to include in my practice = X |
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| **4. Confirm progression and achievement:**(1) The purpose and value of feedback in the assessment cycle. |  |  |
| (2) Factors to consider when providing feedback to learners. |  |  |
| (3) 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. |  |  |
| (4) The current quality requirements for assessment processes and systems in your area of responsibility. |  |  |
| (5) The value and purpose of continuing professional development for assessment practitioners. |  |  |

### Action and/or Development Plan

| Practice and/or knowledge identified as a shortfall | Action you plan to take to address shortfall |
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