



INSTITUTE
OF THE MOTOR
INDUSTRY

IMI QUALIFICATION



Learner Assessment Record for

ASSESSOR QUALIFICATIONS

(based on LLUK Learning & Development NOS 2010)

IMI Level 3 Award in Understanding the Principles
and Practices of Assessment
Ofqual I.D: 501/1062/7

IMI Level 3 Award in Assessing Competence in the Work
Environment
Ofqual I.D: 501/0946/7

IMI Level 3 Award in Assessing Vocationally Related
Achievement
Ofqual I.D: 501/0944/3

IMI Level 3 Certificate in Assessing Vocational Achievement
Ofqual I.D: 501/0945/5

NOTE FOR ASSESSORS AND VERIFIERS:

This document must be used in conjunction with the Assessor and Verifier Guidance for Learning and Development Qualifications: Assessor and Verifier Qualifications only and each qualification's Candidate Assessment Summary document.

CENTRE INFORMATION

Please be aware that any **legislation** referred to in this qualification may be subject to amendment/s during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to health and safety legislation and employment practices.

Please be aware that **vehicle technologies** referred to in this qualification reflect current practice, but may be subject to amendment/s, updates and replacements during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of the latest developments and emerging technologies to ensure the currency of this qualification.

Please note: the relevance of the information contained in the **unit content** will vary depending upon the vehicle types being worked upon. The unit content is for guidance only and is not meant to be prescriptive.

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Requests should be made in writing and addressed to:
Institute of the Motor Industry (IMI)
Fanshaws, Brickendon, Hertford SG13 8PQ



CONTACT SHEET

Learner Name:	
Learner Registration No:	
Learner Address:	
Learner Tel No:	
Learner Email:	
Employer Contact:	
Employer Name & Address:	
Employer Tel No:	

Please complete as appropriate:	
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Assessor Name:	Assessor Name:
Assessor Signature:	Assessor Signature:
Assessor Name:	
Assessor Signature:	
Internal Verifier Name:	Internal Verifier Name:
Internal Verifier Signature:	Internal Verifier Signature:

ASSESSOR QUALIFICATIONS (based on LLUK Learning & Development NOS 2010)

Three Level 3 Awards and a Level 3 Certificate have been developed for Assessors, as follows.
(Each qualification has one or more units in common.)

Level 3 Award in Understanding the Principles and Practices of Assessment (501/1062/7) Minimum 3 credits to be achieved at, or above, the level of the qualification

Overview:

This knowledge based qualification is intended for individuals who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors.

Therefore this qualification is ideal for those individuals new to assessment and/or hoping to become an assessor. In addition, it is beneficial for those whose role requires them to know about essential principles and practices of assessment, but never practice, for example, programme administrators and managers.

Unit Ref:	Unit Title & I.D. Number	Unit Level	Credit Value	GLH
Unit 1	Understanding the Principles and Practices of Assessment (D/601/5313)	3	3	24

Level 3 Award in Assessing Competence in the Work Environment (501/0946/7)

Minimum 9 credits to be achieved at, or above, the level of the qualification

Overview:

This is a practical based qualification. It is intended for individuals whose job role requires them to assess occupational competence in an individual's work environment.

The units within this qualification are based upon the LLUK Learning and Development National Occupational Standards. Therefore the qualification provides a national benchmark of good practice in assessing competence in a work environment.

Unit Ref:	Unit Title & I.D. Number	Unit Level	Credit Value	GLH
Unit 1	Understanding the Principles and Practices of Assessment (D/601/5313)	3	3	24
Unit 2	Assess Occupational Competence in the Work Environment (H/601/5314)	3	6	30

**Level 3 Award in Assessing Vocationally Related Achievement (501/0944/3)**

Minimum 9 credits to be achieved at, or above, the level of the qualification

Overview:

This is a practical based qualification. It is intended for individuals whose job role requires them to assess vocational skills, knowledge and understanding in environments, other than the work environment (e.g. a workshop, classroom or other training environment).

The units within this Award are based upon the LLUK Learning and Development National Occupational Standards. Therefore the qualification provides a national benchmark of good practice. It ensures that staff assessing non-NVQ or non-competence based vocational qualifications within the QCF on a 'developed' basis meet agreed standards of assessment.

Unit Ref:	Unit Title & I.D. Number	Unit Level	Credit Value	GLH
Unit 1	Understanding the Principles and Practices of Assessment (D/601/5313)	3	3	24
Unit 3	Assess Vocational Skills, Knowledge and Understanding (F/601/5319)	3	6	30

Level 3 Certificate in Assessing Vocational Achievement (501/0945/5)

Minimum 15 credits to be achieved at, or above, the level of the qualification

Overview:

This is a practical based qualification. It is intended for individuals whose job role requires them to assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments, other than the work place (e.g. a workshop, classroom or other training environment).

The units within this Certificate are based upon the LLUK Learning and Development National Occupational Standards. Therefore the qualification provides a national benchmark of good practice, capturing the skills, knowledge and experience needed to perform the key activities of assessing.

Unit Ref:	Unit Title & I.D. Number	Unit Level	Credit Value	GLH
Unit 1	Understanding the Principles and Practices of Assessment (D/601/5313)	3	3	24
Unit 2	Assess Occupational Competence in the Work Environment (H/601/5314)	3	6	30
Unit 3	Assess Vocational Skills, Knowledge and Understanding (F/601/5319)	3	6	30

UNIT REF: 1	UNIT TITLE: UNDERSTANDING THE PRINCIPLES AND PRACTICES OF ASSESSMENT
Level: 3	Credit Value: 3
Mapping: Learning and Development NOS Standard 9: Assess learner achievement.	
Rationale: The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.	

Note to Assessor: Assessment Guidance

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding, e.g. assignment, professional discussion etc. There must be valid, authentic and sufficient evidence for all the assessment criteria. Assessors are advised to adopt a holistic approach to assessment, i.e. one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There is also no requirement for this unit to be assessed separately (if part of a larger qualification).

LEARNING OUTCOMES	ASSESSMENT CRITERIA	Ref No:	Date
The Learner will:	The Learner can:		
1. Understand the principles and requirements of assessment	1.1. Explain the functions of assessment in learning and development 1.2. Define the key concepts and principles of assessment 1.3. Explain the responsibilities of the assessor 1.4. Identify the regulations and requirements relevant to assessment in own area of practice		
2. Understand different types of assessment method	2.1. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners		
3. Understand how to plan assessment	3.1. Summarise key factors to consider when planning assessment 3.2. Evaluate the benefits of using a holistic approach to assessment 3.3. Explain how to plan a holistic approach to assessment 3.4. Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5. Explain how to minimise risks through the planning process		
4. Understand how to involve learners and others in assessment	4.1. Explain the importance of involving the learner and others in the assessment process 4.2. Summarise types of information that should be made available to learners and others involved in the assessment process 4.3. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4. Explain how assessment arrangements can be adapted to meet the needs of individual learners		



<p>5. Understand how to make assessment decisions</p>	<p>5.1. Explain how to judge whether evidence is: a. sufficient b. authentic c. current</p> <p>5.2. Explain how to ensure that assessment decisions are: a. made against specified criteria b. valid c. reliable d. fair</p>		
<p>6. Understand quality assurance of the assessment process</p>	<p>6.1. Evaluate the importance of quality assurance in the assessment process</p> <p>6.2. Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>		
<p>7. Understand how to manage information relating to assessment</p>	<p>7.1. Explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2. Explain how feedback and questioning contribute to the assessment process</p>		
<p>8. Understand the legal and good practice requirements in relation to assessment</p>	<p>8.1. Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2. Explain the contribution that technology can make to the assessment process</p> <p>8.3. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4. Explain the value of reflective practice and continuing professional development in the assessment process</p>		

Online Test	Date test completed
<i>Unit 1: Understanding the Principles and Practices of Assessment</i>	

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 2	UNIT TITLE: ASSESS OCCUPATIONAL COMPETENCE IN THE WORK ENVIRONMENT
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Level: 3	Credit Value: 3
Mapping: Learning and Development NOS Standard 9: Assess learner achievement.	
Rationale: The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.	

Evidence Requirements – Learning Outcome 1

Evidence for all learning outcomes must come from carrying out assessments in a work environment. Guidance: It is recommended that you, 'the assessor candidate', take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit. (Unit Mapping: AC1.4)	Evidence Ref:	
	Learner	
	1	2
You, the 'assessor candidate' must complete 2 initial individual assessment plans (PDP or ILP or ITP) for 2 learners. (Therefore 2 initial plans in total.) Following the initial plans, make arrangements for 2 assessment visits for each of the learners, in order to conduct assessments in their workplace. (Therefore 4 assessment plans in total.) Simulations are not allowed. (Unit Mapping: AC1.3)	PDP	
	PLAN	
	PLAN	
Guidance: Ensure that through the use of the initial individual assessment plans and the assessment plans you: <ol style="list-style-type: none"> 1. state how the assessments will take place 2. show how you plan to communicate with the learner and others involved in the assessment process 3. show the planned time and duration of the assessment/s 4. identify any specific learner needs and the support planned to meet these needs 5. how you will provide feedback to the learner (Unit Mapping: AC1.1)		
You, the 'assessor candidate', must provide evidence of you <i>preparing</i> learners for their assessment (observation by your assessor, products of work covering the complete briefing of a learner or witness testimony is acceptable.) • (Unit Mapping: AC1.2)		
Over the 4 assessment plans you will produce performance evidence of the following 3 assessment methods. (Simulations are not allowed.) (Unit Mapping: AC1.1)		
Observation of performance in the work environment		
Examining products of work		
Questioning the learner		
You may demonstrate the following 4 assessment methods through other forms of evidence (if not already demonstrated in the assessment plans above). (Unit Mapping: AC1.1)		
Discussion with the learner		
Use of others (witness testimony)		
Looking at learner statements		
Recognising prior learning		



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
1. Be able to plan the assessment of occupational competence	1.1 Plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none">a. observation of performance in the work environmentb. examining products of workc. questioning the learnerd. discussing with the learnere. use of others (witness testimony)f. looking at learner statementsg. recognising prior learning 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 Plan the assessment of occupational competence to address learner needs and current achievements 1.4 Identify opportunities for holistic assessment

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 2	UNIT TITLE: ASSESS OCCUPATIONAL COMPETENCE IN THE WORK ENVIRONMENT
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Evidence Requirements – Learning Outcome 2

	Evidence Ref:
<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit. (Unit Mapping: AC1.4)</p>	
<p>From the 4 assessment plans (completed in LO1) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’, must be able to make assessment decisions about the learner’s occupational competence. (Simulations are not allowed.)</p>	
<p>Within the 2 observed assessments, your assessor must observe you, ‘the assessor candidate’ using the following assessment methods. (Simulations are not allowed): (Unit Mapping: AC2.1)</p>	
Observing performance in the work environment	
Examining products of work	
Questioning the learner	
<p>During the observation by your assessor, there must be evidence of you providing feedback to the learner following your assessment of them, which includes: (Unit Mapping: AC2.4)</p>	
Recognising/affirming the learner’s achievements	
Clearly explaining assessment decisions	
Identifying the next steps for the learner’s progression and what they will have to do to achieve this	
Explaining any implications for further assessment	
<p>You may demonstrate the following 4 assessment methods through records of discussion with your assessor, or by a written statement from you, on how the following methods are used (if you have not already demonstrated these methods in the observations above). (Unit Mapping: AC2.1)</p>	
Discussions with the learner	
Use of others in the assessment process (witness testimony)	
Looking at learner’s statements	
Recognising prior learning	
<p>Using records of written statements or discussions demonstrate: (Unit Mapping: AC 2.1, 2.2, 2.3, 2.4)</p>	
How the assessment methods you selected are valid, fair and reliable	
How you have matched and measured evidence against the required occupational competence/specified criteria	
How your assessment decisions conform to standardisation procedures within your organisation	
The factors you considered in choosing an appropriate time and place in which to provide feedback	
How you provided feedback in a clear and constructive way appropriate to the needs of the individual learner	



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
2. Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: a. observation of performance b. examining products of work c. questioning the learner d. discussing with the learner e. use of others (witness testimony) f. looking at learner statements g. recognising prior learning 2.2 Make assessment decisions of occupational competence against specified criteria 2.3 Follow standardisation procedures 2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 2	UNIT TITLE: ASSESS OCCUPATIONAL COMPETENCE IN THE WORK ENVIRONMENT
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Evidence Requirements – Learning Outcome 3

<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:
<p>From the 4 assessments (completed in LO2) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’, must be able to <i>provide the required information following the assessment of occupational competence.</i> (Simulations are not allowed.)</p>	
<p>Within the 2 observed assessments, your assessor must observe you using the appropriate assessment recording methods, as required by IMI (the awarding organisation) & your own organisation. (Simulations are not allowed.)</p>	(Unit Mapping: AC3.1)
Provide clear, accurate and up to date records of assessment outcomes	
Meet organisational & awarding organisation requirements in terms of the way the records have been completed.	
<p>From the completed assessments, provide evidence that information is made available for standardisation and internal verification. (Unit Mapping: AC3.2)</p>	
Make assessment information available to authorised colleagues, as required.	
<p>Demonstrate how you have followed the requirements to maintain confidentiality of assessment information (Unit Mapping: AC3.3)</p>	
Provide a record of statements or discussions showing how you followed all the required organisational & awarding organisation requirements for communicating & storing information.	
Explain either through a discussion with your assessor or a written statement, how you have observed the requirements of the Data Protection Act and any additional organisational & awarding organisation requirements for confidentiality.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
3. Be able to provide required information following the assessment of occupational competence	3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress 3.2 Make assessment information available to authorised colleagues 3.3 Follow procedures to maintain the confidentiality of assessment information

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 2	UNIT TITLE: ASSESS OCCUPATIONAL COMPETENCE IN THE WORK ENVIRONMENT
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Evidence Requirements – Learning Outcome 4

<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:
<p>From the 4 assessments (completed in LO2) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’ must be able to <i>maintain legal, good practice and technical requirements when assessing occupational competence.</i> (Simulations are not allowed.)</p>	
<p>Demonstrate through your records of assessments, discussions or statements how you have taken into account: (Unit Mapping: AC4.1, 4.2)</p>	
Relevant policies, procedures and legislation (in carrying out your assessments for LO2), including those for health, safety and welfare.	
Equality and diversity, and if appropriate, bilingualism (e.g. in Wales) requirements.	
<p>Demonstrate through records and/or records of professional discussion between you and your assessor, how you have completed: (Unit Mapping: AC4.3)</p>	
An evaluation of the 4 assessment plans that you carried out (including what you did well, what you would do differently and the ‘lessons that were learnt’).	
<p>Demonstrate through the use of records and/or records of professional discussion between you and your assessor how you have and will continue to: (Unit Mapping: AC4.4)</p>	
Maintain your occupational competence in the sector.	
Maintain your competence as an assessor.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.3 Evaluate own work in carrying out assessments of occupational competence 4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 3	UNIT TITLE: ASSESS VOCATIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING
Level: 3	Credit Value: 6
Mapping: Learning and Development NOS Standard 9: Assess learner achievement.	
Rationale: The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment.	

Evidence Requirements – Learning Outcome 1

<p>Evidence for all learning outcomes must come from carrying out assessments of vocational skills, knowledge and understanding outside of the work environment. Guidance: It is recommended that you, 'the assessor candidate', take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:	
	Learner	
	1	2
<p>You, the 'assessor candidate', must complete an initial individual assessment plan (PDP or ILP or ITP) for 2 learners. (Therefore 2 initial plans in total.)</p> <p>Following the initial plans, make arrangements for 2 assessments for each of the learners, in order to conduct assessment of vocational skills, knowledge and understanding outside the work environment. (Therefore 4 assessment plans in total.) Simulations are not allowed (i.e. must come from real assessment of learners).</p> <p>Guidance: Ensure that through the use of the initial individual assessment plans and the assessment plans you:</p> <ol style="list-style-type: none"> state how the assessments will take place show how you plan to communicate with the learner and others involved in the assessment process show the planned time and duration of the assessment/s identify any specific learner needs and the support planned to meet these needs how you will provide feedback to the learner (Unit Mapping: AC1.1) 	PDP	
	PLAN	
	PLAN	
<p>You, the 'assessor candidate', must provide evidence of preparing learners for their assessment. This may be by your assessor observing you briefing the learners ahead of the assessment, which demonstrates that you can:</p> <ul style="list-style-type: none"> communicate the purpose, requirements and processes for assessment of vocational skills, knowledge & understanding to learners (Unit Mapping: AC1.3) 		
<p>Over the 4 assessment plans you must produce performance evidence for a minimum of 3 of the following 7 assessment methods. (Simulations are not allowed, i.e. must come from real assessment of learners). The remaining assessment methods not covered in the 4 assessment plans, may be covered by records of professional discussion between you and your assessor, or a written statement by you, on how the following methods are used. (Unit Mapping: AC1.1)</p>		
Assessments of the learner in simulated environments		
Skill tests		
Oral and written questions		
Assignments		
Projects		
Case studies		
Recognising prior learning		
<p>In each assessment plan, you will show the resource preparations that you have made for carrying out the assessment including, the preparation and conditions required for the assessment of vocational skills, knowledge and understanding. (Unit Mapping: AC1.2)</p>		
The resources required		
The environment for the assessments		
Practical arrangements that may need to be made with other staff		



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: a. assessment of the learner in simulated environments b. skills tests c. oral and written questions d. assignments e. projects f. case studies g. recognition of prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding. 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 3	UNIT TITLE: ASSESS VOCATIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING
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Evidence Requirements – Learning Outcome 2

<p>Evidence for all learning outcomes must come from <i>carrying out assessments of vocational skills, knowledge and understanding outside of the work environment.</i> Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:
<p>From the 4 assessments (completed in LO1) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’ must be able to make <i>assessment decisions about vocational skills, knowledge and understanding outside of the work environment.</i> (Simulations are not allowed.) (Unit Mapping: AC1.1)</p>	
<p>Within the 2 observed assessments, your assessor must observe you using a minimum of 3 of the following 7 assessment methods. (Simulations are not allowed.) The remaining assessment methods not covered in the observation, may be covered by records of professional discussion between you and your assessor or a written statement by you, on how the following methods are used. (Unit Mapping: AC1.1)</p>	
Assessments of the learner in simulated environments	
Skill tests	
Oral and written questions	
Assignments	
Projects	
Case studies	
Recognising prior learning	
<p>During the observation by your assessor, there must be evidence of you providing feedback to the learner following your assessment of them. This should include: (Unit Mapping: AC2.6)</p>	
Recognising/affirming the learner’s achievements	
Clearly explaining assessment decisions	
Identifying the next steps for the learner’s progression and what they will have to do to achieve this	
Explaining any implications for further assessment	
<p>Demonstrate through your records of assessments, discussions or statements how you have: (Unit Mapping: AC2.1,2.2,2.3,2.4,2.5,2.6)</p>	
Managed assessments of vocational skills, knowledge and understanding to meet assessment requirements	
Provided support to learners within agreed limitations	
Analysed evidence of learner achievement	
Made assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	
Followed standardisation procedures	
Provided feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression	



LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardisation procedures 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 3	UNIT TITLE: ASSESS VOCATIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING
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Evidence Requirements – Learning Outcome 3

<p>Evidence for all learning outcomes must come from <i>carrying out assessments of vocational skills, knowledge and understanding outside of the work environment</i>. Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:
<p>From the 4 assessments (completed in LO2) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’ must be able to provide the required information following the <i>assessment of vocational skills, knowledge and understanding outside of the work environment</i>. (Simulations are not allowed.)</p>	
<p>Within the 2 observed assessments, your assessor must observe you using the appropriate assessment recording systems, as required by IMI (the awarding organisation) & your own organisation. (Unit Mapping: AC3.1)</p>	
Provide clear, accurate and up to date records of assessment outcomes	
Meet organisational & awarding organisation requirements in terms of the way the records have been completed	
<p>From the completed assessments, provide evidence that you made information available for standardisation and internal verification. (Unit Mapping: AC3.2)</p>	
Make assessment information available to authorised colleagues, as required.	
<p>Demonstrate how you have followed the requirements to maintain confidentiality of assessment information. (Unit Mapping: AC3.3)</p>	
Provide a record of statements or discussions showing how you followed all the required organisational & awarding organisation requirements for communicating and storing information .	
Explain either through a discussion with your assessor or a written statement, how you have observed the requirements of the Data Protection Act and any additional organisational & awarding organisation requirements for confidentiality.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress 3.2 Make assessment information available to authorised colleagues 3.3 Follow procedures to maintain the confidentiality of assessment information

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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UNIT REF: 3	UNIT TITLE: ASSESS VOCATIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING
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Evidence Requirements – Learning Outcome 4

<p>Evidence for all learning outcomes must come from <i>carrying out assessments of vocational skills, knowledge and understanding outside of the work environment.</i> Guidance: It is recommended that you, ‘the assessor candidate’, take every opportunity to demonstrate that you have used a holistic approach to assessment and have used cross referencing to gather the following evidence for this unit.</p>	Evidence Ref:
<p>From the 4 assessments (completed in LO2) you must be observed conducting assessments by your assessor on a minimum of 2 occasions. You, the ‘assessor candidate’ must be able to <i>maintain legal, good practice and technical requirements when assessing vocational skills, knowledge and understanding.</i> (Simulations are not allowed.)</p>	
<p>Demonstrate through your records of assessments, discussions or statements demonstrate how you have taken account: (Unit Mapping: AC4.1,4.2)</p>	
Relevant policies, procedures and legislation (in carrying out your assessments for LO2), including those for health, safety and welfare	
Equality and diversity and, if appropriate bilingualism (e.g. in Wales) requirements	
<p>Demonstrate through records and/or records of professional discussion between you and your assessor how you have completed: (Unit Mapping: AC4.3)</p>	
An evaluation of the 4 assessment plans that you carried out (including what you did well, what you would do differently and the ‘lessons that were learnt’).	
<p>Demonstrate through the use of records and/or records of professional discussions between you and your assessor, how you have and will continue to: (Unit Mapping: AC4.4)</p>	
Maintain your occupational competence in the sector.	
Maintain your competence as an assessor.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner (Assessor Candidate) will:	The Learner (Assessor Candidate) can:
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 Follow relevant policies, procedures and legislation for the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing vocational skills, knowledge and understanding 4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding 4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.

ASSESSOR SIGNATURE:	PIN NO:	DATE:
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ASSESSOR COMMENTS AND FEEDBACK

Assessors should comment and give feedback each time they observe a learner (assessor candidate) or meet with a learner (assessor candidate) to review evidence. Therefore each time an observation or review of evidence takes place the assessor should enter the date and the evidence number, and make appropriate comments and feedback. Please see the guide below for the type of comments that can be included.

- The following provides guidance as to the type of comments that can be included below.**
1. A description of the various activities being carried out by the learner (assessor candidate) for each unit.
 2. How the learner (assessor candidate) has met the performance evidence requirements for each unit.
 3. Questions that you have asked, particularly to cover learning outcomes, not demonstrated through performance.
 4. Questions you have asked to ascertain the learner's (assessor candidate's) knowledge & understanding and/or competence.
 5. Issues arising from assessment.
 6. Identification of good or poor performance.
 7. Any action required to further develop the learner's (assessor candidate's) knowledge & understanding and/or competence.
 8. Constructive feedback to the learner (assessor candidate).

Date	Evidence Ref No.	Assessor Comments: Please ensure your comments are concise.



ASSESSOR COMMENTS AND FEEDBACK

Continuation Sheet

Date	Evidence Ref No.	Assessor Comments: Please ensure your comments are concise.