

# LEVEL 3 AWARD IN ASSESSING VOCATIONALLY RELATED ACHIEVEMENT



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# Introduction

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## **Congratulations!**

Welcome to the Level 3 Award in Assessing Vocationally related Achievement Course!

You've taken the first very important step to becoming a qualified Assessor!

Whether you are taking this course to start a new career, become a part-time Assessor, to enhance your current skill set, or to start your own training business, this could be the best investment you ever made.

Being a Qualified Assessor will open many doors ahead of you, enabling you to choose your career path. You can work full time, part-time or as a Freelance Assessor. You can choose the pathway that suits your lifestyle. With the current economic situation, the Government is investing more and more funds in the training and skills industry through Apprenticeships, thus creating many opportunities for Assessors and those involved in the training, skills and development industry.

By the time you complete this course you will be able to confidently plan assessment, carry out assessment of vocational competence, provide feedback, and make assessment decision according to best practice, follow standardisation procedures, and contribute to internal quality assurance. This course is generic, that is, it is not specifically designed for an industry, and therefore you will need to apply everything you learn to your specific field.

Good luck, and enjoy the journey!

# Tutor Information

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Prisca Ajayi is a Training Specialist, a qualified Assessor and Internal Moderator with over 10 years' broad and deep experience of operating at a senior level in the Training and Skills Development sector.

Prisca is the founder of Great Achievers Limited, a UK-registered company specialising in Further Education and Consultancy for the Training Industry. She is also a qualified Accountant with experience of managing company finance and creating financial procedures and process for businesses.

Prisca is the co-Founder of Great Heights Training, where she was responsible for the training and Internal Quality Assurance system. She has assessed over 300 learners on the ASSESSOR'S AWARD AND CERTIFICATE and IQA course combined, in the UK and across the Middle East and Africa. She has assessed trainers working for Shell and major Oil and Petroleum companies in Qatar and Oman and has worked with learners from the Metropolitan Police in the UK. She is experienced with e-learning and using e-portfolio systems to assess learners.

Prisca graduated with a first class Honours in Accounting & Finance in 2003 and then decided to join the voluntary sector where she managed and head the projects and Government funded contracts of a voluntary organisation called Seedtime Projects in East London. This is where Prisca got involved with the training sector. She managed the NEET projects whose purpose was to train young people who were economically inactive, and she also managed the "Skills for Job" project where she had to recruit and train adults who were unemployed and help them back into employment.

Along the line Prisca got involved with NVQ projects which was funded by the Government, this is when she realised there was a shortage of good Assessors, therefore Great Heights Training was set up to cater for that.

Prisca is now actively involved again on Government funded training projects, and is also a consultant for various training companies on assessment process and internal quality assurance.

# Unit 1

## Understanding the Principles and Practice of Assessment

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This is the first unit of this course and it covers everything you need to know about:

- Assessment
- The concepts and principles of assessment
- The role and responsibilities of an Assessor
- The methods of assessment
- The importance of feedback
- The criteria used to judge assessment and make assessment decisions
- How to record assessment
- The importance of managing information
- The importance of quality assurance
- The legal aspects of assessment
- Technology and its contribution to assessment
- Equality and diversity in assessment
- Reflective practice and continuous professional development

This unit will cover all the knowledge aspects of this course, this is the foundation of the course, as without the correct knowledge you will not be able to move onto the practical.

At the end of each learning outcome for this unit, you will have sets of questions to answer, which is, how you will be assessed, so that you can demonstrate that you have good understanding of assessment and everything linked to it.

# Learning Outcome 1

## Understand the Principles and Requirements of Assessment

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### 1.1 Assessment in Learning & Development

Assessment is a process we all face at one point in our life, be it in school, at work or in our personal life. Assessment is where a piece of evidence is judged against a set of criteria. For example, in school, assignments of students are judged using a marking scheme which results in an outcome, of whether the student has passed or failed.

Other words that mean the same thing as assessment are: evaluation, appraisal, examination, judgement, review, estimation, etc...

Assessment is very important in various sectors to determine progress and achievement. Without assessment it is impossible to establish whether any progress has been made. Let us leave the academic world for now and look at a practical example. When baking a cake, you might want to occasionally check upon it to see if it is cooking well. We can relate this to assessment, by checking upon the cake, you are assessing whether there is any progress in the cooking process. Assessment in this case helps you to determine and judge whether the cake is well cooked or not.

In the training industry Assessment is important to determine whether learning has taken place and whether the learner has achieved by meeting the required criteria necessary to achieve the qualification. There are various types of assessment and we will be looking at each one of them below:

### 1. Initial Assessment

Initial assessment is the starting point of assessment in the learning journey of a learner. It is the benchmark from which the learner's current progress and existing achievement can be measured. It is used to determine the strengths and weaknesses of a learner, and therefore helps



the Assessor to plan the learner's assessment and design the assessment process to suit the needs and ability of the learner.

## **2. Formative Assessment**

Formative Assessment is the on-going assessment that happens during the learning process. The objective of formative assessment is to monitor the learning and progress of the student throughout the training cycle to be able to provide on-going feedback so that the learner can learn from their mistake and find ways to improve. Formative assessment also helps Tutors and Assessors understand the learners better and plan further assessment which is more suitable to them. Example of formative assessment is a project work or a course work learner is asked to do mid-term in schools.

## **3. Summative Assessment**

Summative assessment is the final assessment which is done at the end of the learning cycle to determine whether the learner has achieved the qualification and completed the training successfully. Summative assessment in learning and development is the last step which determines whether the learner has met all the required criteria. Example of a summative assessment is the final exam, students face in university or college.

Overall assessment is very crucial in learning and development, as it is used to decide on the starting point of a learner based on their current skills and ability, it enables learner to receive on-going feedback to improve through formative assessment and determine whether any learning has taken place so that the learner can achieve the qualification at the end through summative assessment.

### **1.2 Key Concepts and Principles of Assessment**

Assessment as we have seen already above determines progress and achievement. There are various concepts and principles we need to follow when planning and judging assessment.

- Assessment cannot be judged anyhow; it has to be based upon set criteria. Let us look at this course as an example, you will have assignments to complete and each assignment will only be marked and judged against set criteria provided by the awarding body, therefore making sure assessment is objective and not biased.

- Assessment has to be valid and reliable. When planning assessment, valid methods of assessment have to be used, methods of assessment that are fit for purpose and that comply with quality assurance. Reliability is important, as if the same assignment is marked by different Assessors the same decision has to be reached for the assessment to be deemed as reliable. It will only be reliable if everyone is judging the assessment using the same criteria or marking scheme which has been approved.
- Assessment in the vocational sector is carried out by examining evidence provided by learners. Later on we will be looking at how to gather evidence through various methods of assessment. Evidence provided has to be authentic, that is it has to be the learner's own work and how we can measure that is through learner signatures and if using online assessment, evidence submitted through learner's secured log-in system. Evidence needs to also be sufficient, that is enough evidence is required to meet all the criteria, which means that every criteria has to be covered by an evidence, if one criteria is not met, it means the evidence is insufficient. Lastly evidence needs to be current, this means that the evidence needs to demonstrate the learner's current competency, for example, when assessing health & social care, if a learner provides a manual handling certificate dated 1990, that is not current, and is not acceptable, as the learner might not remember anything and since then, there might have been updated manual handling techniques.
- Assessment has to be fair and transparent. When planning assessment with a learner, it is important to carry the learner along and be transparent and let the learner know why a specific assessment method is being chosen and when you reach a decision, it is important to explain to the learner why you have decided on that and how you came to that decision. Every learner is different, therefore assessment has to be fair and take into consideration any

special needs the learner may have. For example, a learner might not be very good with writing, therefore more oral assessment needs to be included in the assessment planning to be fair to the learner.

### **1.3 Who is an Assessor?**

This is something you need to understand if you want to be a successful Assessor. An Assessor is someone whose responsibility is to determine whether a learner is competent based on the evidence gathered through assessment using the criteria provided by the awarding body. This is an important role and needs to be carried out in an organised and professional way.

As an Assessor you will be responsible for your learner's training journey from beginning to end. You will most likely work in the Further Education field assessing learners in the vocational area you are competent in, for example: Customer Service, Childcare, Health & Social care, Retail, etc..

Here we need to make sure we do not confuse Assessor with teacher or trainer. As an Assessor it is not your job to teach or train learners and show them how to do their job. The learners you will work with have probably been working in their industry for some time, as an Assessor your role is to assess the way they perform and carry tasks using set criteria which will eventually determine whether the learner is competent. If a learner is doing something wrong, you can advise them through feedback, but it is not your duty to teach them.

Some of the responsibilities of an Assessor are as follows:

- Carry out an induction with learner to introduce the course
- Plan assessment using valid methods of assessment
- Provide learner with feedback throughout the assessment journey
- Judge evidence and make assessment decision using criteria set by the awarding body
- Communicate and agree assessment process with learners

- Keep record of assessment
- Participate in standardisation activities
- Take part in continuous professional development

As an Assessor your learner is relying on you to have a smooth journey and this can only happen if you are well organised and plan ahead. Too many times Assessors who are not well organised make learners repeat the same assessment and work harder than required. Make sure that you are well prepared before you meet with your learner and work in a way that will make the assessment process enjoyable for the learner and for yourself.

#### **1.4 Regulations and Requirements in Assessment**

Regulations are set of rules set by a recognised body which have to be followed. There are two types of regulation, self-regulation which is imposed by a certain industry and legal regulation which is set by a Government authority.

In Assessment you will be confronted with both types of regulations. For example if you are in health & social care, regulations that you need to know as an Assessor will be set in the Care Standards. As an Assessor you need to know the regulations set in your industry well and comply with them.

General regulations that apply to most sectors will be:

- Health & safety
- Confidentiality
- Data Protection

There are set requirements that you will need to follow as an Assessor, these requirements are set out in the Assessment strategy documents provided by the Awarding body and by the centre you work for. Every qualification has an assessment strategy which outlines the course standards, valid methods of assessment, what is deemed as sufficient

evidence, how to record information and documentation to be used to evidence assessment.

## Tutor Marked

# Assignment 1

For your first assignment you are required to answer these questions using the information provided in this course book as well using your own research and knowledge you already have. If you use other materials, please reference your work. Your answer needs to demonstrate knowledge, therefore do not be brief in your answer.

1. **Explain** the function of Assessment in learning and development.
2. **Define** the key concepts and principles of Assessment.
3. **Explain** the responsibilities of an Assessor.
4. **Identify** the regulations and requirements of Assessment in your own industry.

# Learning Outcome 2

## Understand Different Types of Assessment Method

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### 2.1 What are Assessment Methods?

When assessing learners undertaking a vocational course which is evidence based without any exams or test, as an Assessor you will need to gather evidence to prove that the learner is competent in their field. The process you carry out to gather these evidences is called assessment and there are various ways you can use to gather evidence, these ways are also known as the methods of assessment you will use as an Assessor to prove that your learner is competent. There are many methods of assessment, depending on the nature of assessment whether work-based or classroom-based assessment. For this unit, we will be considering the main methods of assessment that are used in a work environment.

### Main Methods of Assessment

#### 1. Direct Observation

Direct observation as you can see speaks for itself. It is an assessment method whereby as an Assessor you observe the learner practically carrying out the tasks relevant to their assessment in their work place or a simulated environment where it is allowed.

Direct observation is the most effective and authentic method of assessment as it allows the Assessor to see the learner in their own working environment and is able to gather natural occurring evidence as the learner works which is a very good example of holistic assessment. It is also a reliable, valid and current method of assessment.

Whilst being a very positive method of assessment, Direct Observation is also time consuming, as the Assessor will have to make time to travel to the learner's work place for that process. It is also very important to plan observation with your learner ahead, as without proper planning it can be a waste of time. As an Assessor you will

need to let your learner know the purpose of the observation, what you would like to achieve, by showing them the criteria you want to target to cover, whilst still allowing the flexibility to carry out their duties. Planning is also important because the learner will have to get the permission of the Manager for you to observe them at work, if that is not arranged you might turn up as an Assessor be refused access, especially if the industry the learner works in is quite sensitive, such as: Health & Social care and Childcare, etc...

It is also quite difficult to record the whole observation without missing out on something or the other unless it is being video recorded. But as you would find out, it is not possible to video record every observation session. Observation evidence is mostly recorded in a written report format which the Assessor writes, you can also do an audio report and save it on a USB or CD which you will then cross-reference.

The limitations of direct observation are outweighed by its benefits, and is the most important method of assessment which is a compulsory piece of evidence in any QCF or vocational assessment.

## **2. Recognition of Prior Learning**

This is one method of assessment that is not always possible, because not everyone will have some kind of prior learning that is relevant and that can be used towards their current assessment. This method of assessment is the process whereby a learner can use prior training completed with approved certificate to cover some of the criteria from their current assessment so that they do not have to be assessed on the same subject again.

This method of assessment is even more possible now with the QCF framework where every unit has certain amount of credits assigned to them, therefore enabling people who have completed an assessment or a unit before to use the transfer system to use the credit from their prior learning to get an exemption from that particular unit in their current assessment.

For prior learning to be valid, it has to be current, so it needs to be able to show that the learner is still competent in that subject. The Assessor need to validate it by having a discussion with the learner just to make sure their knowledge is still current or get the learner to write a statement to back up the prior learning certificate to make it stronger.



### **3. Examining of Products of Work**

Work product is an evidence that the learner can provide to their Assessor to demonstrate their ability to do something. This evidence that the learner produces has to be from their work place and has to be relevant to the current course standards and meet certain criteria.

Example of products of work are: letters, invoices, care plan, risk assessments, etc... These are examples of what the learner can produce at work in their normal daily tasks and bring to their Assessor to show their competence in carrying certain task.

When providing products of work, Assessors have to make sure that they educate the learners on confidentiality and data protection, to make sure that confidential, sensitive information on such evidences, such as: names of people, date of birth, etc., are blocked out or removed if possible.

This method of assessment is easy to collect if the learner is actually working in the field relevant to their assessment and carry out tasks on a regular basis. If the learner is not working and assessment is being simulated it will be very difficult to gather valid and reliable evidence using this method.

### **4. Examining of Learner Statement**

This method is learner led, as it is an account written by the learner describing what they do at work and how they do it. If not well briefed the learner can write a statement that is futile to the Assessor, as if the learner does not understand the criteria that needs to be met they will write a story about whatever they do and it will be difficult for the Assessor to cross-reference with any criteria.

A learner statement is also called a reflective journal, as it is a platform whereby the learner writes by reflecting back on what they did at work and how they did it in a narrative way.

This assessment method is practical and flexible as the learner just need to tell a story of their journey at work, but as mentioned above it can also be useless if it is not planned well and the learner does not know what you are expecting from them as an Assessor. Learners

have to be briefed well and shown the exact criteria that they need to cover in their statement to make it useful.

## **5. Use of Other (Witness Statement)**

This is the process whereby as an Assessor you gather evidence from someone else in the form of a statement to demonstrate the competence of the learner. Not just anyone can be used to act as a witness to the competence of a learner, the person has to be working with the learner closely, or had an experience with the learner in the line of work.

In most cases Managers or Supervisors can be used to provide a witness testimony explaining why they think the learner is competent in what they do. In some cases, a service user can also be used as a witness to provide a statement, if they have been cared for or served by the learner, this can be in retail, customer service or health & social care or child care.

Witness statement is an effective method of assessment when planned well. Whoever has agreed to provide a statement needs to be briefed on what you are expecting them to write about as an Assessor, as just a general statement will not be effective and useful as it will be difficult for you to cross-reference it. As an Assessor, you will need to show them the areas you want them to focus on when writing the statement so you can use it as evidence.

In some cases where Managers are quite busy, you may find yourself as an Assessor chasing them all over the place just to collect a witness statement, therefore it is not always easy to get a valid witness statement in every assessment.

## **6. Discussing with Learner**

This is a valid and authentic method of assessment whereby the Assessor meets with the learner to have an open discussion which would have been planned beforehand. As every other method of assessment it is always important to plan every assessment. You do not need to give the learner specific questions for them to prepare but you need to tell them which areas you will be focusing on so they can be ready.

This discussion is open, that is, the answers do not have to be yes or not, they will be answers that will lead to a discussion as during that process as an Assessor you will be able to make notes or record the areas that you think are relevant for the assessment.

During the conversation most Assessors want to achieve an objective, whereby many criteria get covered, therefore as the discussion is going on you will in most cases be required to prompt the learner to direct the discussion in the way where you want it to go, so that you can meet the objectives you have planned to cover that day.

There are many ways you can use to record the discussion, you can use the traditional way of making notes as the conversation flows, but this does not guarantee that you will not miss out on anything. With technology there are now so many evolutions, and if you are technology inclined you can record the discussion using your smartphone, or an audio recorder. This way you can record everything and later on, listen to it again to choose the areas you want to use towards the learner's assessment.

## **7. Questioning of Learner**

As the name itself says, this method is all about questions, but unlike the discussion above, it is mostly a closed question session. There is no need to prompt the learner, the questions will be straight forward and the answers will also be to the point.

This method of assessment can be written, whereby the questions are laid out in a written format and the learner will answer in a written way in the form of a workbook or questionnaire. It can also be an oral questioning session, whereby as an Assessor you ask the learner a series of questions and let them answer orally, and you will be recording the answers using an audio recorded or if you prefer, you can write notes to make a report later which will use as evidence.

This is a very common method of assessment which is usually used to assess the knowledge part of the assessment. It is an easy way of gathering knowledge evidence and is also easy to record, especially when written questions are used.

The challenge with this is when writing is the learner's weakness, as the knowledge part of most vocational courses tend to be quite long and when doing it orally it is time consuming as the Assessor will need

to be with the learner, on the phone or face to face and spend that time dealing with the questioning and recording everything.

## **Conclusion**

Methods of Assessment is what make assessing vocational qualifications possible. Methods of assessment have to be valid, authentic, current, reliable and fair. When choosing a method of assessment as an Assessor you need to consider the needs of the learner and never impose a method on a learner, always discuss the method of assessment with the learner and agree together what needs to be done. If a learner is not comfortable with one method you need to be flexible enough and find an alternative.

Tutor Marked

## Assignment 2

1. After studying the above methods of assessment, choose at least 4 from the list and **compare their strengths and limitations** with reference to the needs of individual learners. Please answer this question in a report format, making sure you demonstrate good knowledge of the assessment methods.

# Learning Outcome 3

## Understand How To Plan Assessment

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### 3.1 Key factors to consider when planning assessment

As we have seen in the previous chapter under “Assessment Methods”, planning is key to assessment. There is a common saying that says

***“If you fail to plan, you plan to fail”***

This is very relevant to assessment, without planning you will find that it is very hard to collect evidence in a cost effective and timely way. Planning is key and when planning assessment there are so many factors to consider to make sure that everything goes well.

First of all as an Assessor before starting to plan assessment you need to study the course standards and make sure you are familiar with all the units, the credit value system and the criteria that needs to be covered for each unit.

Once you are comfortable with the standards, you need to look at every unit and decide on the evidence that you will need to cover all the criteria, this will help you decide on the volume of evidence you need and the methods of assessment that will be most suitable for each unit and criteria that need to be covered.

Once you know the methods of assessment you will need to use, you now need to consider the learner and his/her special needs if any to make sure that the methods of assessment will be suitable for the learner. You will need to consider how you will communicate with the learner to plan assessment and how you will record everything for audit trail and evidence purposes.

Another factor you need to consider is the location of the learner, especially when planning assessment meetings and their time of work needs to also be considered for you to be able to plan observation or any work-based assessment, where you need to be on site.

You will also need to plan on how you will be providing feedback to the learner and how often and the recording method as well for feedback, making sure everything is authentic for assessment purposes.

While planning assessing and considering all the factors covered above, you will need to make sure that everything you do complies with the assessment strategy of the centre and quality assurance.

### **3.2 The benefits of using a holistic approach to assessment**

The term “holistic” means, as a whole, holistic is more concerned with something as a whole rather than separation into parts. When looking at the term “Holistic” in assessment, it simply means looking at the qualification as a whole rather than as different separate units.

When using a holistic approach to assessment, as an Assessor when planning assessment, you would look at the qualification as a whole rather than planning assessment for each unit separately.

With holistic assessment, as an Assessor you will be saving yourself an enormous amount of time, as you will avoid duplicating assessment. When you start assessing, you will see that there are many criteria that gets repeated across various units, therefore when planning assessment as a whole you plan to assess these criteria once together, therefore making sure you are not duplicating assessment for the same criteria.

Another benefit of holistic approach to assessment is that it is cost effective. Assessment can be costly, especially when you need to travel to learners quite far away to assess them, whether you are going by public transport or driving. By planning assessment in a holistic way, you save yourself having to do too many trips, by making sure that in one assessment, for example, observation, you gather as much evidence as possible that will cover many criteria across various units.

Holistic approach to assessment also allows you to gather naturally occurring evidence, that is, as the learner is working you are able to capture evidence that will cut across various units at once, this approach makes sure that the learner progresses quickly, therefore motivating the learner to do better and get through the qualification as quickly as possible, as they can see progress every time you meet with them.

### **3.3 How to plan a holistic approach to assessment**

To be able to plan a holistic approach to assessment you will need to study the course standards very well, so you can identify criteria and units that are linked. From that study, you will be able to use one assessment to cover criteria that duplicates across units.

The whole purpose of holistic assessment is to make sure that you can gather as much evidence as possible to cover various units in one assessment. You will need to carefully choose the methods of assessment you want to use making sure that the methods you choose will enable you to gather evidence from various units at the same time.

For example, when planning an observation session, do not just plan to observe unit 1, make sure you look what other criteria across other units that can be met during that same observation. When you are carrying out the assessment, do not ignore other evidence that you have not planned for, for example, if something happens during the observation and the learner has to do something that was not planned, try and make sure you capture it as well and see what units can be covered with that, do not just ignore it because it was not planned for that day.

### **3.4 The types of risks that may be involved in assessment**

When assessing a learner as an Assessor you will come across various risks that you will need to plan for and make sure you can deal with them effectively without affecting the assessment process or the learner. There are various risks that can occur, some risks are generic and can happen in any field and some risks are specific to certain field. As an Assessor you will need to be careful of both types of risk.

The main generic risk is health & safety. In any work place there are certain hazards that create a health & safety risk. As an Assessor you need to discuss that with the learner before visiting the work place and



making sure you are aware of the health & safety and fire safety procedures.

There is the risk of over-assessing and putting too much pressure on the learner. This risk is across any field. As an Assessor you will most likely want to get the learner to complete in the shortest time possible, therefore you might give the learner too much to do with unrealistic deadlines, thus stressing the learner. If you do not plan your work well, like mentioned before, you are likely to duplicate assessment, this is called over assessing a learner.

You also have the risk of gathering evidence that is not authentic or valid, this can happen when you do not plan carefully and rush assessment. In the process of assessing, there is also a risk that you might be unfair to the learner, that is, you might choose methods of assessment that are not suitable for the learner and there is the risk of not being objective when making assessment decisions.

There is also a risk of working outside the agreed framework, when rushing assessment you might miss out on some procedures and find yourself working outside the agreed framework in place by the centre, and this will conflict with the internal quality assurance of the centre. Therefore you need to consider that risk when planning and carrying out assessment, making sure you are working in line with the standardised procedures in place.

## Tutor Marked

### Assignment 3

1. **Summarise** key factors you need to consider when planning assessment.
2. **Evaluate** the benefits of using a holistic approach to assessment.
3. **Explain** how to plan a holistic assessment.
4. **Summarise** the types of risks that may be involved in assessment in your own area of responsibility.

# Learning Outcome 4

## Understand how to Involve Learners and Others in Assessment

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### **4.1 The importance of involving learners and other in assessment**

One of the important concepts of assessment is that it needs to be transparent, and for assessment to be transparent every party concerned has to know what is happening and has to be kept informed and be involved in the process of assessment at all times or when required.

As an Assessor you have to make sure that everything is agreed with the learner. This is important so that the learner feels that you are carrying them along and they can have a better understanding of what is expected from them. When learners feel that their opinion matter, they will respect you more as an Assessor and they will make the task of assessing easy on you, as they will feel responsible for their assessment and will want to do everything to impress you in most cases.

When learners are actively involved in their assessment, they will be able to gather evidence that are valid and relevant, thus making the process of collecting evidence less stressful for you as an Assessor, as they will have a good understanding of what you are looking for, since you would have explained everything to them when getting them involved. Learners will be more independent and take full responsibility of their assessment.

When learners are involved, they also get more motivated, as they will have an incentive to get the work done and complete quicker. They will do everything to get through their assessment effectively and make progress faster than those who are always waiting upon you to tell them what to do as they do not understand since they have not been involved from the beginning.

Other people that you can involve in assessment will be the learner's manager or supervisor, if they are involved, they will be able to provide witness statement when required towards the assessment of the learner.

Other people you should involve in assessment will be your centre Manager or administrator, they will come handy when you need information about learner's registration with the awarding body, quality assurance procedures and contact details of learners and their work place.

#### **4.2 Types of information that should be made available to learners and others in assessment**

When conducting assessment for learners you will come across a lot of paperwork and information that are very important. It is important that you know what information should be made available to learners and what information should be made available to others and at what stage.

Learners need to have the following information from you:

- Induction pack – This is the pack that will give learner information about their course, what they will be going through, information about the centre, the awarding body and the appeals and complaints procedure.
- Qualification specification - Learners will also need the course standards and criteria, so that they know what they are being assessed against and how much they will need to cover to complete. This document will also give them more information about the qualification they will receive at the end.
- Methods of assessment – it is very important for the learner to have information about the methods of assessment that will be used to assess them, so that they can prepare ahead and make sure they are comfortable.
- Feedback – learners need information on how feedback will be given to them, and how often. After submitting their work, it is important

that learners know when they can expect feedback so that they know what they are doing right and what they need to improve on.

Other people who will need information from you will be those who will be providing witness statement. They will need the course criteria that you want them to cover so that they do not write a general statement that cannot be used or referenced with any criteria.

Managers will also need regular updates, especially if they are well involved in the learner's assessment, so they know the progress of the learner and when they needed they can help you put some pressure on the learner to get more work done.

#### **4.3 Peer and self-assessment to promote learner's involvement and responsibility**

Self-assessment is where learners assess themselves, that is, they assess their own work through self-reflection and also by marking their own work using the course criteria. This process encourages learners to be more involved in their assessment and also promotes responsibility. By assessing their own performance, learners will be able to learn from their prior mistakes, identify their strengths and weaknesses and therefore are able to target their learning accordingly to address specific areas.

When they assess themselves, learners have no choice but to engage with the criteria and understand them better, and this make the learner ore involved in their assessment and they will feel a sense of ownership.

Peer assessment is when learners in a group assess each other's work. This can take various form, learners can exchange assignments and give feedback to each other about their work and give their peers tips on how to improve. This process encourages learners to communicate with each other and help them to gain more confidence in their assessment. Sometimes it also makes it easier on learners, as they are more receptive to feedback from their peers than from an Assessor. This also reduces

the stress on the Assessor, as the learners can do quite a lot by themselves without the help of the Assessor.

#### **4.4 Adapting assessment arrangements to meet the needs of learners**

As we have talked about before in previous chapters, every learner is different and they all have different needs, therefore as an Assessor, when planning assessment you need to make sure that the learner's needs are taken into consideration and they are comfortable with the assessment method you want to use.

Let us look at various needs and limitations that learners may have and how you can adapt assessment to make sure the learners' needs are considered.

Some learners who are dyslexic might not be too comfortable with writing, therefore written questions might not be the ideal assessment method for them, therefore as an Assessor, you will need to find an alternative and work with them to make sure the assessment method suits them, as it will not be fair on the learner if you give them over 100 written questions to answer, as with the knowledge part of the course, you will find out that you will usually end up with over 100 questions for learners to demonstrate knowledge. In this case oral questioning might be better, you do not need to be there you can ask learners to answer orally and just record their answers using an audio recorder as they are working through the questions and just submit to you once they finish.

When planning assessment it is important that you consider the shifts pattern of the learner as in some cases learners might have different shifts at work and it will not be fair on them if you plan assessment only considering your own working time, when they work night shifts for example. You will need to be flexible and when required visit learners at odd times for observation purposes in their work place.

You will also need to consider language requirements, with the growing diversity in the UK population, you might get learners whose first language is not English, therefore you will need to follow the centre's procedures in place to first assess their English to make sure they can be on the course, if not, you will need to refer them for English classes. If they can be on the course, you will need to make sure that when you communicate with them, you speak clearly and slowly and always make sure they understand what you are saying and they also understand the assignments and what is required of them.

Cultural and religious consideration is also very important, for example, if you have a Muslim as learner, you will need to be considerate when planning assessment on a Friday, as they have specific times when they need to be praying. During religious festivals, you will need to plan assessment around the time that learners are available and also make sure that whatever assessment method you choose does not put any restraint on their religious beliefs.

We also need to consider learners with physical disabilities, therefore when planning assessment or training sessions, you will need to make sure that whatever training venue you choose easy access for such learners and the venue itself is convenient and can accommodate learners in wheelchairs.

## Tutor Marked

### Assignment 4

1. **Explain** the importance of involving the learners and others in the assessment process.
2. **Summarise** types of information that should be available to learners and others involved in the assessment process
3. **Explain** how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.
4. **Explain** how assessment arrangements can be adapted to meet the needs of individual learners.



## Learning Outcome 5

## Understand how to make Assessment Decisions

## 5.1 Judging evidence using specific criteria

In this section we will be looking at how to judge evidence and make assessment decisions. Let us consider some specific criteria that we need to use as benchmark when judging evidence:

### 5.1a Sufficient Evidence

Evidence is deemed as being sufficient when they meet all the required criteria for the learner to complete the course. When assessing evidence and matching them to criteria across all units, if all the required criteria are met, you can say that the evidence is sufficient. If even one criteria is not covered, the evidence is not sufficient and more assessment needs to be carried out to gather more evidence to cover the unmet criteria.

Unit 1: Understanding the context and principles of internal quality assurance

Assessment criteria: ☐ Data ☐ Assurance ☒ Summary ☐ Description ☐ Internal quality assurance ☐ IQA role ☒ Method ☒ Assessment criteria ☒ Range statement

Knowledge and understanding

Evidence matrix: Mustafa, Robin; Understanding the Principles and Practices of Internally Assuring the Quality of Assessment Worksheet

Unit: 1 Understand the context and principles of internal quality assurance

Evidence	Summary	Method										Assessment criteria				
		1	2	3	4	5	6	7	8	9	10	1.1	1.2	1.3	1.4	
127350E7193	Understand the context and principles of internal quality assurance															
Total												5	5	5	5	
Recommended minimum												5	5	5	5	

Assessor

Summative Assessment

You have demonstrated good knowledge and understanding and met the criteria

In the screen shot above, you can see that all 4 criteria 1.1 – 1.4 have been ticked, this means that all the criteria have been met and therefore the evidence is enough and no further assessment is required.

Learning outcome: 2 Be able to internally evaluate the quality of assessment

Evidence	Summary	Method										Assessment criteria					
		1	2	3	4	5	6	7	8	9	10	2.1	2.2	2.3	2.4	2.5	2.6
1273593E/7428	Internal Moderation Sampling Feedback and Record																
1273593E/7441	Assessor sampling 2																
1273593E/7448	Assessor sampling																
Total		1	1					2	2			2	2	2	2	2	2
Recommended minimum												1	1	1	1	1	1

Learning outcome: 3 Be able to internally maintain and improve the quality of assessment

Evidence	Summary	Method										Assessment criteria	
		1	2	3	4	5	6	7	8	9	10	3.1	3.2
1273593E/7428	Internal Moderation Sampling Feedback and Record												
1273593E/7448	Assessor sampling												
Total								1	1	1		2	
Recommended minimum												1	1

Learning outcome: 4 Be able to manage information relevant to the internal quality assurance of assessment

Evidence	Summary	Method										Assessment criteria	
		1	2	3	4	5	6	7	8	9	10	4.1	4.2
1273593E/7428	Internal Moderation Sampling Feedback and Record												
1273593E/7448	Assessor sampling												
Total								1	1	1		2	
Recommended minimum												1	1

In the screen shot above, you can see that in the first table the criteria 2.6 is not ticked, this means it has not been covered and therefore the evidence is not sufficient and the Assessor will need to plan further assessment to cover this criteria.

## 5.1b Authentic Evidence

Authenticity is a very important factor to consider when judging evidence as of evidence is not deemed to be authentic it will be ruled out and will not be considered towards assessment.

Authentic simply means that the evidence is the learner's own work. There are different ways that can be used to authenticate the work of the learner. The most common tool is the learner's signature, you will need to make sure that the learner signs every evidence that they submit to show that it is their own work.

If carrying out an online assessment, electronic signatures are now acceptable. If using an e-portfolio or Moodle system, most learners will have their own log in details, therefore if the system can show that this evidence was submitted by the learner, it is authentic as nobody has access to the learner's username and password.

If a learner emails you an evidence, by just printing a copy of that email, where the IV can clearly see that it is from the learner's email address, which can also authenticate the evidence.

### **5.1c Current Evidence**

Currency of evidence is very important, as if an evidence is out of date it cannot be used towards the current assessment. For example, if a learner has done a manual handling training two years ago and wants to use the certificate as prior learning towards current assessment, the Assessor needs to be make sure that the date of the certificate is still acceptable and is valid and also needs to make sure that the learner can still carry out manual handling tasks according to the techniques that was taught in training. The knowledge of the learner has to still be current and in line with current practice.

Even products of work have to be checked for currency. If the learner brings something that was produced at work few months or years ago, you need to ask the learner questions on how they did it to make sure they still remember how to do that task and their competence and knowledge is still current.

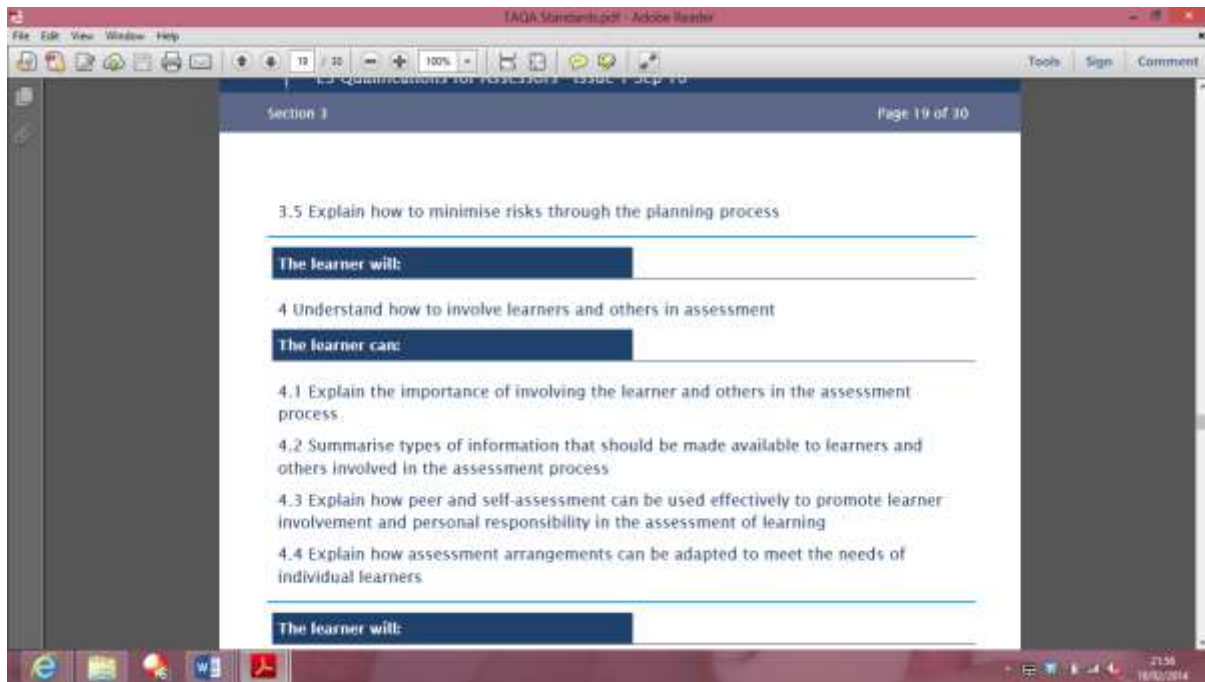
## **5.2 Basis of assessment decisions**

When making assessment decision, that is, judging evidence and deciding whether the learner's evidence has met criteria and assessment is complete, you need to use certain basis that are very important to make an assessment decision. We will be looking at the main factors to consider when making assessment decision.

### **5.2a Make decision based on specific criteria**

As an Assessor you cannot use your own judgement when making an assessment decision, it is not down to you to decide whether an evidence is sufficient and valid based on your own opinion. When assessing a learner you have the course standards to guide you and the course criteria is what you need to use to judge evidence and make a decision.

Your assessment decision needs to be made against specific criteria, that is, the course criteria which you are assessing.



What you can see above is a screen shot of course standards and 4.1, 4.2, etc... are called course criteria which I what you will use to judge evidence and make an assessment decision, as long as the evidence provided by the learner meets these criteria, you can make a positive assessment decision.

### **5.2b Valid assessment decision**

Assessment decision is valid when it is relevant to the standards/criteria against which the candidate is being assessed. Here again you can see that anything that is done outside of the criteria is not acceptable and therefore any decision not based on course standards is not valid.

Assessment decision is valid when assessment is designed in such a way to do what it is supposed to do. Assessment methods used are fit for purpose and doing the required job to achieve the required objective. If all this is in place, then the assessment decision will be deem as being valid. Therefore what we are saying is, assessment decision will be valid only if the assessment process and assessment methods used are valid and fit for purpose.

### **5.2C Reliable assessment decision**

Assessment decision is reliable when the same evidence is looked at by different Assessors and they all come to the same conclusion and make the same assessment decision.

For example, if there are 4 Assessors assessing the same qualification, if when comparing their assessment decision on similar evidence produced by learners, we can clearly see that the decisions are consistent, then the assessment decision is said to be reliable.

Reliability in assessment decision is very important and systems have to be put in place by the centre for that to be achieved. This consistency can only be achieved if the criteria discussed above when judging evidence are followed by all Assessors and course standards and criteria are used properly.

### **5.2d Fair assessment decision**

Assessment decision has to be fair, that is, when making an assessment decision whilst considering all the criteria and factors mentioned above, an Assessor needs to also consider the learner and any special needs they may have that could have affected their performance.

Fairness in assessment makes sure that everyone has an equal opportunity to an objective and accurate assessment. The assessment decision will be fair if the assessment process in itself provided equal opportunity to all learners to succeed, whilst considering their special needs.

Fairness in assessment is very important and every centre needs to make sure that Assessors are trained to be objective as well as considerate of learners needs and follow the equality and diversity procedures in place to promote fairness in assessment.

## Tutor Marked

# Assignment 5

1. **Explain** how to judge whether evidence is:
  - a) Sufficient
  - b) Authentic
  - c) Current
2. **Explain** how to ensure that assessment decisions are:
  - a) Made against specified criteria
  - b) Valid
  - c) Reliable
  - d) Fair

# Learning Outcome 6

## Understand Quality Assurance of the Assessment Process

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### 6.1 Importance of quality assurance in the assessment process

Quality assurance is the process of making sure that the quality of the training and service provided by the centre is in accordance with the awarding body standards and other regulated bodies such as Ofqual and Ofsted where relevant.

Quality assurance takes place through a process called internal moderation which is carried out by a qualified internal moderator or quality assurance coordinator.

Quality assurance is important in assessment as it makes sure that assessment is carried out according to awarding body standards and it makes sure that learners are receiving quality assessment and the process followed by the centre is consistent and valid and is also fit for purpose.

Quality assurance helps to uphold the credibility of the centre in the eyes of the awarding body, external customers as well as the Government, especially if the centre is receiving Government funding for their courses. Without quality assurance there is nothing to prove that the centre is up to standard and functioning well.

Quality assurance makes sure that assessment is reliable, fair, valid and based on criteria. Quality assurance is usually implemented through standardisation meetings, where procedures are agreed and communicated to Assessors and all concerned.

There is also external quality assurance, whereby once a year the centre is visited by an external moderator from the awarding body, who comes to make sure that the centre is complying and that internal quality assurance in place is up to date and being followed well.

## **6.2 Standardised procedures in assessment**

Standardisation is the process of putting procedures in place for Assessors and everyone concerned to follow, these procedures are designed based on awarding body requirements to make sure that the centre is compliant and meeting regulatory standards.

Every field of assessment, for example: health & social care, customer service, etc... has their own standardised procedures for Assessors to meet and every centre standardised procedure will differ from one another.

You will need to think about your field of expertise and come up with standardised procedures that are in place in your field, but there are certain general areas that are usually standardised which we will look at below.

1. Assessment templates and documents – Most centres will have a certain format that has been agreed and put in place for Assessors to use. For example, when planning assessment, there will be standardised forms for you to use to record assessment planning as well as feedbacks.
2. Assessment methods – some centres would have standardised format in place for you to follow when assessing learners. This will usually tell you what methods to use to assess various units and what level of flexibility you are allowed as an Assessor to make changes where required.
3. Evidence – some centres will have their own procedure in place when it comes to gathering evidence and making assessment decision. For example, some centres will require you as an Assessor to have not less than three direct observation sessions with your learner, anything less than 3 will not be acceptable. Sometimes, centres might have a minimum number of times that a criteria has to be covered before it is signed off, for example, a centre standardised procedure might be, each criteria has to be covered by three different evidence before it can be signed off, that is, they want criteria 3.2 to be covered by Q&A, learner statement and discussing with learner before you can sign that off as completed.



### **6.3 Disputes in assessment**

It is possible for a learner not to be happy with your assessment decision and when this happens the centre will usually have a process in place for the learner to follow to file a complaint or appeal against your decision. In most centres this process is called an appeal procedure.

An appeal procedure is a document that will usually show the learner how they can appeal against an Assessor's decision by going through various steps in place.

Appeals procedure will be different for each centre but will all usually achieve the same objective, that is, making sure the candidate's concerns are addressed and investigations carried out where necessary so that the issue is resolved in the most appropriate way.

Most appeals procedure will usually follow the steps below:

- If a learner does have reason to feel aggrieved the first stage is for the learner to talk to the assessor if appropriate. The assessor will then have the opportunity to discuss and hopefully resolve the query. If the complaint is about the assessor or a judgement made by the assessor and the learner does not feel it is possible to discuss the matter with the assessor then the formal first stage is for the learner to complete a "disputes and appeals" form that should be sent to the internal moderator. The form will detail the reason for complaint or concern and be supported by appropriate evidence such as a piece of assessed work. The process is set within a standard time frame and the learner will be notified along the route of the process.
- If the learner is still not happy with the outcome they have a right of appeal and can forward their complaint to the centre, to the Lead Quality Assurance co-ordinator or an appeals panel.
- If still not satisfied the last route for appeal is to contact the External Moderator appointed by the Awarding body who will have the final say. The learner may be asked to meet with the External Moderator.

If an assessor has reason to dispute the outcome or feedback from a moderator they to have a right of complaint. The process is the same, to first discuss the issue with the moderator. If an agreeable outcome is not achieved then to put it in writing to the line manager and follow the procedure as stated before.

Tutor Marked

## Assignment 6

1. **Evaluate** the importance of quality assurance in the assessment process
2. **Summarise** quality assurance and standardised procedures in own area of practice
3. **Summarise** the procedures to follow when there are disputes concerning assessment in own area of practice.

# Learning Outcome 7

## Understand how to Manage Information Relating to Assessment

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### 7.1 Management of Assessment Information

In the process of assessment there will be various types of information that will need to be recorded, kept and managed. These information are very important and there needs to be proper and accurate procedure in place to accommodate all the information that will need to be recorded for various purposes.

Let us have a brief look at different types of information that are important:

- Learners information
- Induction information
- Awarding body registration records
- Initial Assessment records
- Assessment strategy
- Assessment process
- Assessment records
- Assessment evidence
- Appeals procedure
- Appeals records
- Standardisation meeting records
- IQA & EQA reports

The above is just a list of the types of information that you will come across during assessment.

It is very important that these information are managed and kept properly for various reasons, which are listed below:

- For audit purposes – it is important to record information and manage them well because, anytime the centre can be audited and the auditor will need to have access to various information. These should be at hand and up to date in such cases.

- For compliance reasons – According to the awarding body regulations, assessment information have to be kept for at least three years. Whenever there is an external moderator visit, the EM can ask to see any learner’s portfolio or assessment information, which is why it is important to keep these for the amount of time required.
- For update purposes – As an Assessor you need to keep and manage assessment records well. The centre manager or learner’s work place can ask for update any time on learner’s progress, therefore you need to make sure assessment records are kept up to date and can be accessed anytime when needed.
- For Appeals purposes – If a learner or an Assessor wants to appeal against a decision made during assessment, the assessment records will need to be made available during the investigation for the case to be resolved. Therefore assessment information has to be well managed for this to be possible, as if information is not well managed and kept well, there will be no records to base the investigation on, thus leading the centre in a difficult situation.
- For feedback purposes – Assessment records is needed for Assessors to be able to give feedback to learners. Therefore it is important to keep assessment records up to date and manage them well. This will also help I case an Assessor has to quit, with the records kept, the new Assessor can easily take over and carry on the work.
- For quality assurance purposes – Assessment records can contribute to quality assurance process and standardisation meeting. Quality assurance coordinators and internal moderators can use past assessment records to find ways of improving the assessment process and improve quality assurance.

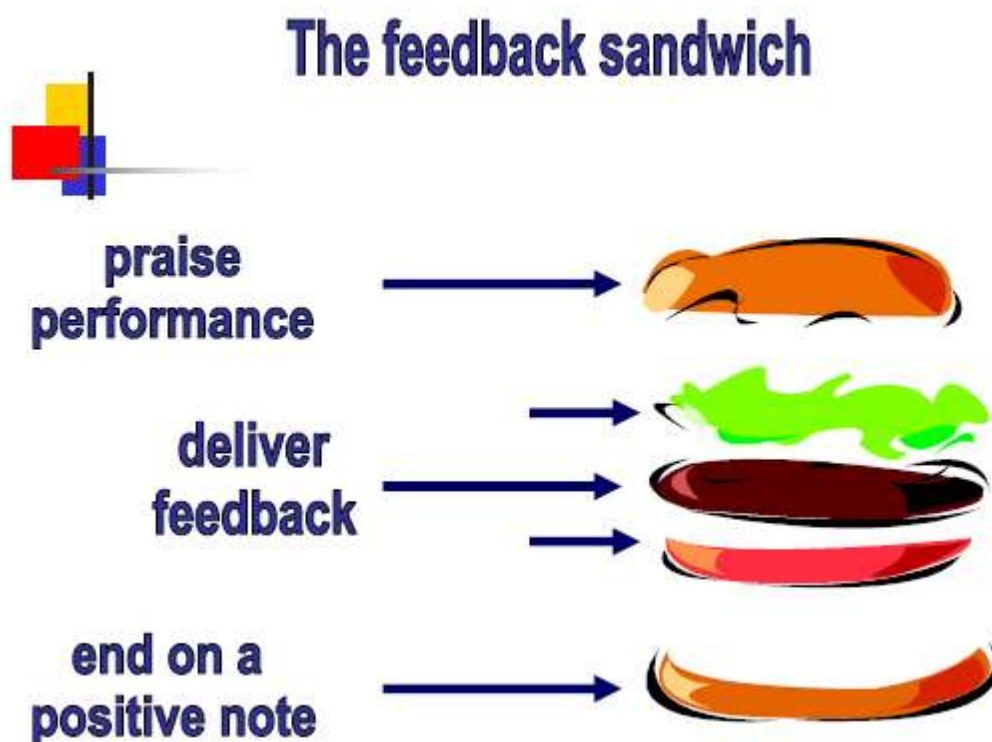
## **7.2 Feedback and Questioning**

Feedback in assessment is vital to the development and progress of learners. Without feedback learners will not know how they are doing and therefore will not know how they can improve to progress and achieve their qualification.

Feedback is the process, whereby an Assessor looks at the work or evidence produced by a learner and review it according to agreed criteria,

and then inform the learner on how they are progressing and whether they need to do anything to improve and move forward. Feedback needs to be given in a certain way, as if feedback is not carried out properly it will not achieve its objective.

The purpose of feedback is to help learners develop themselves and get better. Feedback needs to be encouraging, positive as well as critical in a constructive way. Below is a little sketch that will show you how feedback needs to be given:



If feedback is given following the above order it will achieve its objective. Learners will feel good about themselves and at the same time take on board any criticism you make so that they can improve.

If the above is not followed feedback can be destructive, as some learners are sensitive and if as an Assessor you are always quick to focus on their weaknesses and keep criticising them all the time, you will discourage them and they will feel low and worthless and this will push some learners to give up and not even bother with the course.

Therefore you need to be very careful when giving feedback to learners. It is a very important part of assessment and learning and has to be done in the correct way so it can be effective.

Questioning is also important in assessment as it makes assessment transparent and is a venue for learners to ask questions when they do not understand and when they want to find out more about their assessment.

By allowing learners to ask questions, you are getting them more involved in their assessment and helping them to trust you and have a better understanding of the assessment process.

Questioning is also a tool used by Assessors to test the knowledge of learners. By questioning learners you can find out where they are in relation to their knowledge on the course and also use that to gather evidence to cover the knowledge criteria.

## Tutor Marked

### Assignment 7

1. **Explain** the importance of following procedures for the management of information relating to assessment.
2. **Explain** how feedback and questioning contribute to the assessment process.



# Learning Outcome 8

## Understand the Legal and Good Practice Requirements in Relation to Assessment

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### **8.1& 8.3 Legal issues, policies and procedures relevant to assessment**

There are legal requirements that need to be followed in the process of assessment and there are also policies and procedures set by the awarding body that every centre needs to follow.

As an Assessor you may have specific policies that you might need to follow that is related to your own specific field. But there are some policies and procedures that are general and apply to every industry.

Let us have a look at some of these legal requirements:

- **Health & safety** – This legal requirement is very important as it concerns the safety of yourself as an Assessor, of learners as well as others involved in assessment. During assessment, you need to make sure that you do not put yourself or your learner in danger at any time. When you go out to assess the learner, you need to be aware of the health & safety policy in place and comply with everything. If you work in high risks industries such as off-shore companies, you will need to make sure that you comply with PPE requirements and make sure your learner also wears all required protective equipment.
- **Equality & diversity** – It is very important to make sure that you comply with equality and diversity policy during assessment. Learners and others should not be discriminated against because of their cultural backgrounds, or religion and everyone should be treated equally. You will need to make sure that assessment and training is accessible to everyone.

- **Data protection and confidentiality** – According to the legal requirements, assessment information and records have to be kept confidential and secured at all times. Learners' information should not be shared with anyone and should only be accessed by those who have authorisation and are involved in the assessment process. If there is sensitive information on a work product, the Assessor needs to make sure the learner is aware that these need to be blanked out before being submitted as evidence.

As mentioned above there will also be requirements from the awarding body that need to be followed:

- **Transparency** – Assessment has to be transparent to all those involved. The learner needs to know the purpose of assessment, how assessment will be carried out and also be given information on the appeals process if required. Others involved in assessment, such as, learner's manager, need to also be aware of what is happening and know who they can contact if they have any questions.
- **Record keeping** – According to the awarding body, assessment records have to be kept for at least three years and everything has to be kept up to date and managed well. All records need to be kept safe and made accessible to authorised people whenever required.
- **Equal opportunity** – All learners need to be treated equally and they all need to be given an equal chance to complete their assessment successfully. As an Assessor you should not discriminate based on learners' culture, race, background, physical ability or ability to speak English. If needed you will need to put a system in place to accommodate those who do not have English as a first language, so that they do not feel discriminated against.
- **Compliance with assessment strategy** – It is important that you comply with the assessment strategy in place at the centre. Every centre has a strategy that acts as a guideline to Assessors, showing them what methods of assessment are accepted, how much evidence is deemed as sufficient and what template to use to record assessment, among others.

## 8.2 Technology in Assessment

We have experienced a very big trend in technology over the last few years and that development has also impacted the education industry. The traditional way of assessment and learning is still valid, but it is important that we move with technology and use it as a tool that can improve assessment and make the life of Assessors and others easier.

Let us look at how technology has contributed to assessment:

- **Communication** – Today with technology we can communicate with each other around the world at any time and without any extra cost as such. As an Assessor you do not need to spend a lot to be able to communicate with learners, and you do not need to visit them face to face all the time. We have various means of communication that technology has given to us, such as: emails, mobile phones, skype, viber, etc... you can be in touch with learners on a regular basis and provide support on the phone or via email. Learners do not need to wait until they see you next for feedback, they can get feedback and support instantly via email when required.
- **E-portfolio** – With technology it is possible for you to access learners' work anywhere at any time with the development of the e-portfolio. This system makes it easier to assess learners no matter where they are, even in other countries. This has also made training accessible to learners anywhere in the world, as long as they have internet. Even the Internal moderator and the external moderator can just log in and monitor assessment from wherever they are without travelling to the centre. With technology some observations can be done using video or skype where permitted and this reduces the need to travel long distances to meet learners.
- **Online testing**– this system has reduced the stress of having to have exam papers printed, an invigilator to monitor students and someone to sit down and mark papers. With online testing, everything is done online with minimum supervision and minimum labour.
- **Recorded evidence** – With audio and video recorders in smartphones, it is easy for Assessors to capture evidence and not miss out on anything during observations or discussion sessions.

Overall we can say that technology has improved assessment a lot and made it easier for learners as well as Assessors and others involved. The cost of assessment has reduced as well with technology, with e-portfolio cost of paper and ink has practically been erased and cost of travelling to learners has also been reduced in a significant way. Assessment is more effective with technology, as it is easier to capture evidence and store them digitally so data does not go missing and learners' work can also be stored online and avoid loss of work and information.

#### **8.4 Reflective Practice & Continuous Professional Development**

According to Wikipedia reflective practice is *"the capacity to reflect on action so as to engage in a process of continuous learning"*.

Reflective practice is the process of thinking back on what you have done and how you did it and learn from that reflection if there is a better way of doing what you have done, so that you can improve.

When engaging in reflective practice an individual learns from his own experience rather than from formal teaching or knowledge transfer.

In practice-based professional learning, reflective practice is an important tool which allows practitioners to reflect critically on their practice as well as emotions, actions, responses to build up on their existing knowledge. Reflective practice creates tremendous opportunity for professional development.

When engaging in reflective practice as an Assessor you are encouraged to look back at the process of assessment from the start, looking at how you planned the assessment, how it was communicated to learner, the response of the learner, the way assessment was carried out and recorded and the reaction of learners and the outcome of assessment. When looking at all of the above, try and criticise yourself in a positive way and make notes of areas where you think you could have done things differently and also areas where you think you need to improve or make changes.

This little exercise will point out where you specifically need help thus creating a development plan for yourself.

Continuous professional development is a combination of approaches that will help you manage your learning and development. It is the process whereby as a professional you continuously engage in training or other enrichment activities to improve yourself in terms of your knowledge and practice and also keep yourself up to date within your industry.

As you probably know every industry have policies and practices that are always changing to make it better, therefore as an Assessor working in a specific industry you need to always be up to date with the changing rules, laws and regulations. For example, the care industry is always changing to make things better, if you assess health & social care, you will need to keep updating your knowledge and practice so you do not become obsolete.

There are various approaches to CPD. You can update yourself by attending standardisation meetings, awarding bodies training days, other training specific to various subjects for example, manual handling, first aid, etc..

You can also subscribe to websites that sends regular updates about changes happening, or magazines as well as attend workshops or seminars.

There are CPD forms designed to record your CPD activities, as CPD, is about capturing useful experiences that contributes to your learning and development. A sample CPD form is attached in the appendix for you to have a look at.

With technology it is now easier to capture your experiences and learning that will form your CPD. There are websites that have good systems for you to log your CPD activities online which you can access anytime.

Continuous professional development (CPD) is very important in the assessment process, as it allows you to keep yourself up to date with current practice and also creates a development plan that you can follow to improve your knowledge and carry on developing yourself professionally.

When you apply for a job in the training industry as an Assessor, you will notice that every employer asks you to send a copy of your CV as well as your CPD. Therefore it is important that you start working on your CPD and log every activity or training that you carry out which you think contributes to your development. Do not think any meeting or training is insignificant, log everything, as long as it is related to assessment, quality assurance or your specific industry, as every little helps!

# Tutor Marked

## Assignment 8

1. **Explain** legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare.
2. **Explain** the contribution that technology can make to the assessment process.
3. **Evaluate** requirements for quality and diversity, and where appropriate, bilingualism in relation to assessment.
4. **Explain** the value of reflective practice and continuing professional development in the assessment process.

# Unit 3

## Assess Vocational Skills, Knowledge and Understanding

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Now that you have completed unit 1, it's time to move onto assessing vocational achievement in a classroom environment.

For the purpose of this unit, you will need to assess learners in a classroom or training room environment practically and provide evidence of your competence.

You will need an IM to verify your work for quality assurance purpose, and also to make sure that someone qualified in your field checks your work and signs off.

You will need to forget about the methods of assessment covered in unit 1, as for this unit, we will be focusing on methods of assessment that are completely different, and you should not confuse between them.

If you are a qualified teacher or trainer and have been assessing learners' skills and knowledge in a classroom environment before, you can look at through what you have done before and discuss with your Assessor if the evidence you have of assessing learners in a classroom can be used towards this unit. This will save you time and avoid repetition, so you do not have to do the work again.

If you have been observed at work when assessing learners in a classroom, you can get your line Manager or an IV to provide an expert witness statement showing that you are competent in assessing learners within a classroom setting and attach a copy of the observation report as evidence. This will contribute towards your assessment on unit 3.

Do not forget that the evidence needs to be current so you need to make sure that your evidence is not out of date and is recent and still current so that it can be classed as valid towards your assessment.

# Learning Outcome 1

## Be able to Prepare Assessments of Vocational Skills, Knowledge and Understanding

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**1.1 Select methods to assess vocational skills, knowledge and understanding, which address learner needs and meet assessment requirements, including:**

**a) Assessments of the learner in simulated environments**

When assessing learners in a classroom environment, it is not always possible to have live situations where they can be assessed. Therefore at times, you will need to use simulations to create an environment where learner can be assessed through observation. Example of such type of assessment can be role play.

This method of assessment is similar to the direct observation explained in unit 1, but in this case, it is not carried out in a real work environment, but in a simulated environment, where everything has been designed to create specific conditions or situations which the learner has to deal with to demonstrate competence.

**b) Skills test**

Skills test is a method used to evaluate a learner's current skills and knowledge. This is usually done by the learner at the beginning of a course, so that, the Assessor can find out about the learner's level and aptitude. Example of skills test usually carried out by learners are functional skills, which is, literacy and numeracy.

Other skills test exist or can be developed specific to the subject or industry the learner is working in to find out about the current knowledge and skills of the learner in that particular industry.

After the skills test, the Assessor can then decide what level the learner is at and choose the most suitable course for the learner to do to further develop himself.

**c) Oral and written questions**



Oral questions are usually similar to restricted response questions. The form and content of the response may be limited but the questions do allow the learner a measure of self-expression.

Assessors have to exercise professional judgement when interpreting learners' responses because there might not always be pre-determined answers to the questions.

Written questions is similar to oral questions, they are structured and usually have a correct answer. The learner completes this assessment, by writing down the answer, rather than, narrating the answer orally to the Assessor.

#### **d) Assignments**

An assignment is a problem-solving exercise with clear guidelines, structure and specified length. Assignments are more structured and less open-ended like projects. They do not require strict compliance with a prescribed procedure and are not necessarily focused on manual skills.

Example of an assignment is an exercise where a learner is required to write a report focusing on specific points provided and limiting the report to a certain number of words.

#### **e) Projects**

A project is any exercise or investigation in which the time constraints have been relaxed. Projects are practical and more open-ended than assignments.

They can be tackled by individuals or a group. They usually involve a significant part of the work being carried out without close supervision, although the assessor may provide guidance and support. They have a more extended timescale, although they are still time-bound.

The choice of project may be directed by the assessor, usually by providing the learner with a topic or brief as the basis for the investigation.

A project can be in the form of a group work to be submitted in written, or as an oral presentation once it is finished.

#### **f) Case studies**

A case study consists of a description of an event, usually in the form of a piece of text, a picture or an electronic recording that concerns a realistic

situation. This is then followed by a series of instructions which prompt the learner, as a detached observer of events, to analyse the situation, drawing conclusions and making decisions or suggesting courses of action.

Case studies can be undertaken by individual learners, or by small groups of learners working together. Case studies are designed to provide opportunities for learners to be able to develop decision-making and problem-solving skills.

It is important to remember that in many case studies there are no 'correct' answers and no 'correct' methods of arriving at the decisions. What is important is the process of interpretation and decision-making, and the conclusion that the learner arrives at.

### **g) Recognising prior learning**

As covered before in unit 1, recognising prior learning is where you consider any previous training that the learner has done and achieved, which can be used towards the learner's current assessment. This will avoid the learner repeating what they have already done.

## **1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding**

When working with learners in a classroom environment, you will need to make sure that you have the correct resources and conditions in place.

There are many preparations you will need to make before your learners come and make the classroom or training room ready for learning and assessment.

You will first of all need to make sure that the room is conducive to learning and have all the resources and equipment you will need ready.

For a classroom session, you will usually need the following:

- Lesson plan
- Handouts or course materials for learners
- Assignments or other assessment information
- PowerPoint, if you will need it to teach
- Laptop if needed

# Tutor Marked

## Assignment 9

For this assignment you will need to prepare a scheme of work for the units that you will use to assess learners within a classroom environment.

You will need to make sure that your scheme of work clearly shows the objective of each lesson and assessment and the methods of assessment you will use to assess each unit or criteria.

To complete this unit, you will need to show that you can plan assessment of skills, knowledge and understanding using all of the following methods below:

- Assessment in a simulated environment
- Oral or written questioning
- Case studies
- Projects
- Assignments
- Skills test
- Recognising prior learning

All the assessment methods listed above need to be accounted for in your scheme of work or lesson plan for you to achieve this learning outcome.

# Learning Outcome 2

## Be able to carry out Assessments of Vocational Skills, Knowledge and Understanding

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### **2.1 Manage assessment of vocational skills, knowledge and understanding to meet assessment requirements**

As explained in unit 1 learning outcome 7 assessment information has to be managed well for various purposes.

When assessing learners in a classroom you will have a curriculum to follow and usually have various assessment to carry out at different stages. You will most likely have many learners in a session, therefore you will need to make sure that assessment is managed well so that you know exactly where each learner is in the curriculum for the year and also have up to date information that can be made available when required by management for evaluation purposes.

Depending on the system in place in your work place, it is usually easier to have a spreadsheet with all your learners name and the units and criteria they need to achieve listed that you can tick as they complete. This will help you to be organised and manage your learners' assessment effectively, so that you do not miss out on anything, especially when you have many learners to assess.

### **2.2 Providing support to learners**

As an Assessor you are not a teacher but you are still required to support learners when required. When offering support to learners, you also need to make sure that you do not cross professional boundaries.

You can support learners by offering to see them after a session so they can ask you questions or you can offer them email support or even telephone support if permitted by the centre.

When supporting learners you need to make sure that you do not get too close to them, as this can affect your judgement as an Assessor and you may not be objective when required and you will also need to avoid familiarity with learners so they do not take advantage of your time.

You just need to make sure that you always inform learners of the level of support that you can provide and how they can access the help in place.

# Tutor Marked

## Assignment 10

For this assignment you will need to demonstrate that you can make assessment decision based on course standard criteria, record assessment information and follow standardisation procedures.

To demonstrate the above, choose one method of assessment from your scheme of work, assess two learners using that method and provide evidence of the assessment, showing clearly your feedback to the learner and your assessment decision based on the course criteria.

### **Evidence 1:**

The evidence you can provide for this could be:

- Marked assessments for two learners, and
- Assessment feedback record clearly showing your feedback and assessment decision given to the learners

### **Evidence 2:**

You will need to provide evidence of contributing to standardisation process and following standardisation procedures.

Attend a standardisation meeting and provide the minutes of the meeting as evidence. The meeting needs to focus on standardisation of assessment process.

### **Evidence 3:**

#### **Observation: Very Important**

Under course materials in your student portal there is a document called "GA Observation form", this will need to be completed by whoever is observing you carrying out assessment. If your observer is in your work place, that person will also need to complete an "Expert witness statement" which is also under course materials and submit with required supporting documents as explained on observation form.

# Tutor Marked

## Assignment 11

This is your final assignment where you will need to write a learner statement explaining how you carry out the following. You will need to reflect back on what you did and make sure you identified areas where you could improve and what you learnt throughout the process of assessing your learners.

- Manage assessment of vocational skills, knowledge and understanding to meet assessment requirements
- Provide support to learners within agreed limitations
- Analyse evidence of learner achievement
- Follow standardisation procedures
- Make assessment information available to authorised colleagues when required
- Follow procedures to maintain confidentiality of assessment information
- Follow relevant policies and procedures, including health, safety and welfare in assessment
- Apply requirements for equality and diversity and where appropriate, bilingualism, when assessing occupational competence
- Evaluate own work in carrying out assessment of occupational competence
- Maintain currency of own expertise and competence as relevant to own role in assessing occupational competence

# Appendix

A.1 – Unit 2 assignment flow chart

A.2 – Assessment plan sample

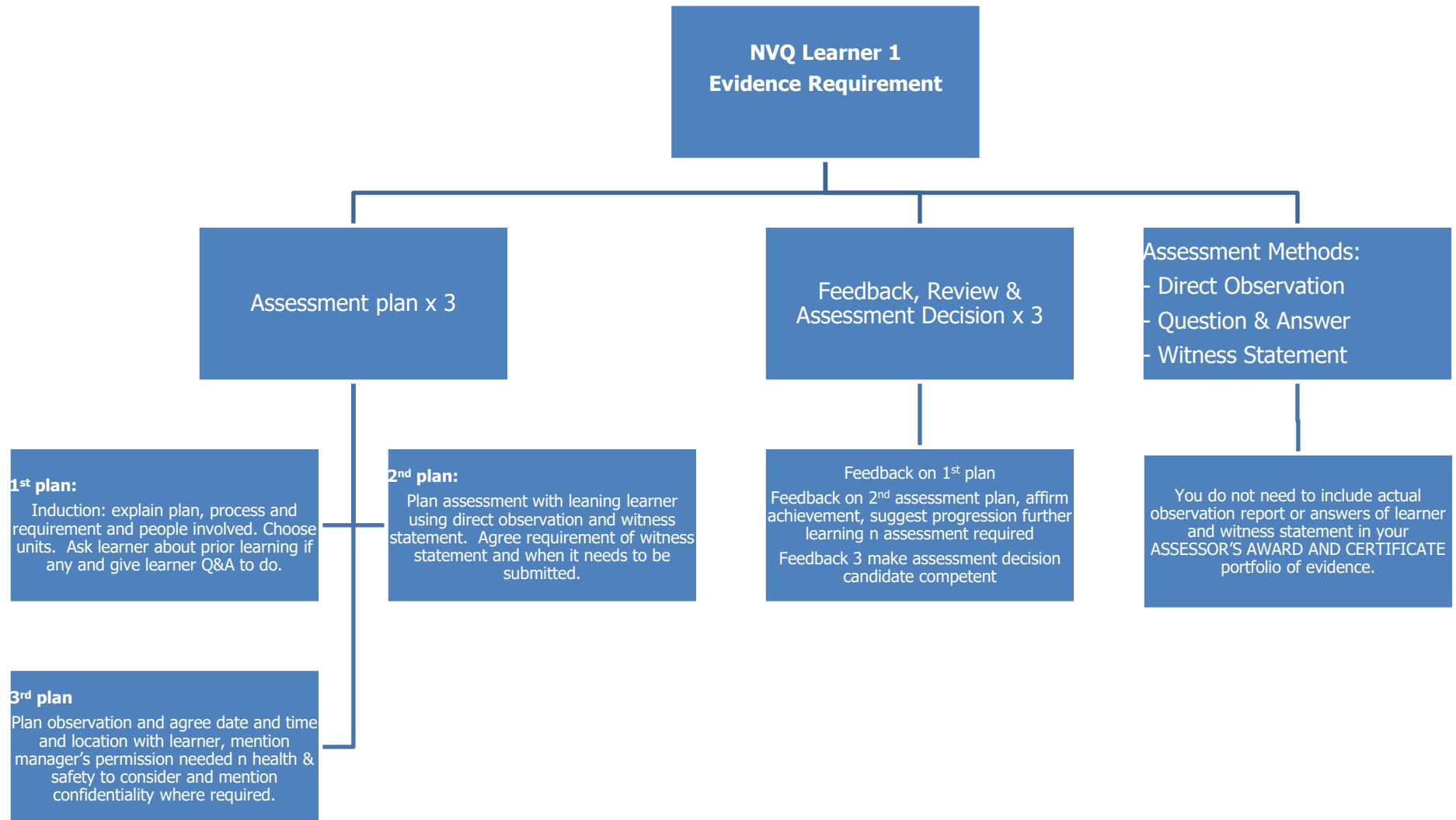
A.3 – Feedback record sample

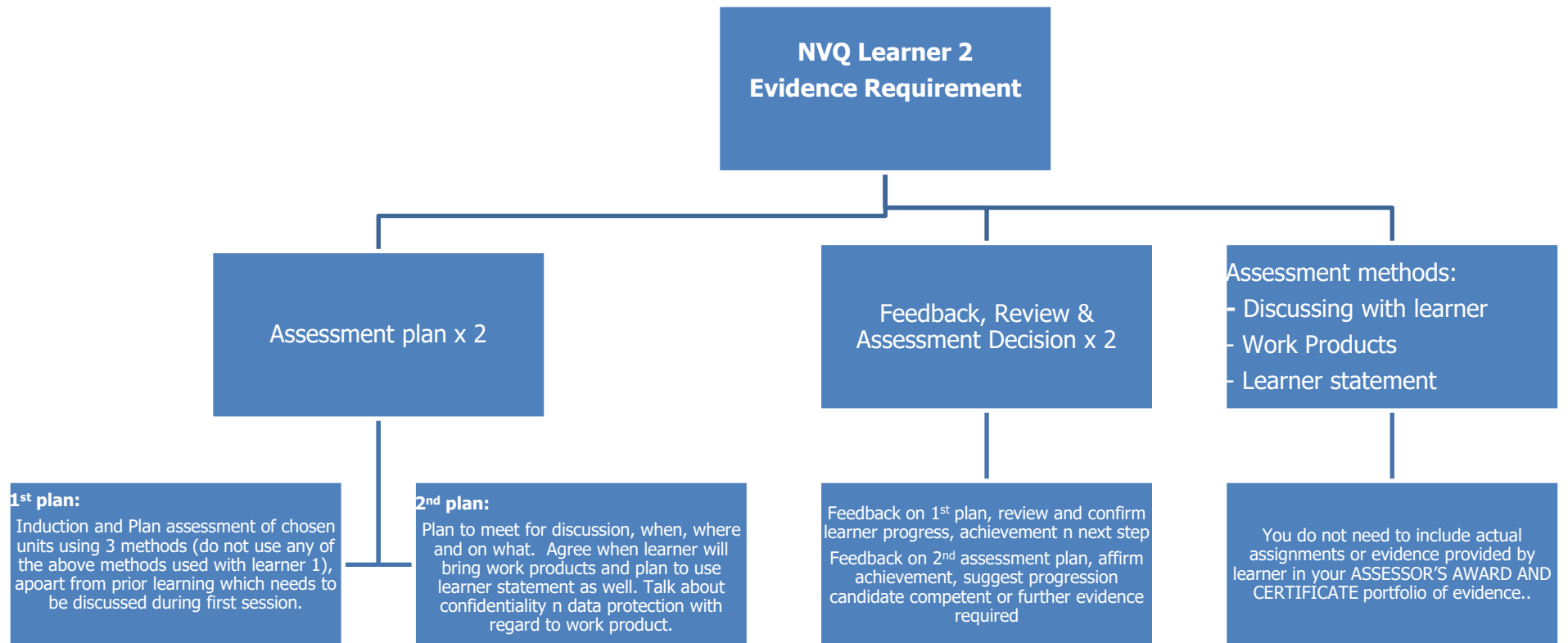
A.4 – Observation report sample

A.5 – CPD sample



## A.1 Assignment flow chart





## A.2 Assessment plan sample

### Assessment Plan Sample

<b>Candidate:</b> Joyce X	<b>Assessor:</b> P.S
<b>Qualification:</b> Business Administration	<b>Level:</b> 2
<b>Unit(s):</b> 201, 202, 206, 219, 220	<b>Element(s)</b>
<b>Date:</b> 10 <sup>th</sup> September 2013	<b>Time:</b> 5.30pm

#### Details of proposed activities/Assessment details

I have met with Joyce today for the first time. I explained to Joyce what an NVQ was and how the process will work, in terms of her assessment and portfolio building. I also told Joyce about the different people that will be involved in her assessment process: IV, EV, QAC, Assessor, Manager, etc..

We went through the appeal procedure and the induction paperwork in her portfolio and Joyce has shown that she understand by signing the relevant forms.

After the induction, I found out more about Joyce workplace and what she does, so she can choose her optional units according to what she does at work, to make the assessment process easy for both her and me the assessor.

We went through the different units from City & Guilds, and I explained to Joyce what a mandatory unit was and showed her the optional units she can choose from. Joyce chose to do units 206, 219 and 220 as her optional units, as they are tasks she does at work on a regular basis.

Before we concluded our meeting, we agreed that Joyce would start on the knowledge questions for the two mandatory units and email the answers to me for review by the 20<sup>th</sup> of September 2013. We also agreed that Joyce would write a learner statement in a holistic way based on all the units she is doing and email me on the 30<sup>th</sup> of September 2013.

#### Candidate's comment-

I understand the procedures and the NVQ process and I am happy with what we agreed to do.

<b>Date of next visit:</b> 1 <sup>st</sup> October	<b>Time:</b> 11am	<b>Location:</b> McDonald Stratford
<b>Signature of candidate:</b> J. X	<b>Date:</b> 10/09/13	
<b>Signature of Assessor:</b> P.S	<b>Date:</b> 10/09/13	
<b>Signature of IV- (if sampled):</b>	<b>Date:</b>	

### A.3 Feedback record sample

#### Assessment Review/Feedback Records

<b>Candidate:</b> Danielle Spencer		<b>Assessor:</b> P.S				
<b>Qualification:</b> NVQ Health and Social care		<b>Level:</b> 2				
<b>Unit(s):</b> 101 <b>Element(s)</b>						
<b>Date:</b> 22.12.13		<b>Time:</b> 12pm				
<p><b>Judgement record, comments and feedback to Candidate:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Assessment decision:</b>  I have observed Danielle  Promoting choice to her  Clients, she chose to go  Around with the lunch time  Menu. I have reviewed the  Reflective account and the  Witness statement from  Her manager and the knowledge  Questions 5-10 and believe  She is competent in this area.</p> </td> <td style="vertical-align: top;"> <p><b>Candidate Competent:</b> yes</p> </td> <td style="vertical-align: top;"> <p><b>further evidence required:</b>  No further evidence required for  this unit.</p> </td> </tr> </table> <p>You have covered several areas today and shown every confidence in the task, I am very confident that you have met the criteria required for this unit and it is backed up by strong evidence. Well done.</p>				<p><b>Assessment decision:</b>  I have observed Danielle  Promoting choice to her  Clients, she chose to go  Around with the lunch time  Menu. I have reviewed the  Reflective account and the  Witness statement from  Her manager and the knowledge  Questions 5-10 and believe  She is competent in this area.</p>	<p><b>Candidate Competent:</b> yes</p>	<p><b>further evidence required:</b>  No further evidence required for  this unit.</p>
<p><b>Assessment decision:</b>  I have observed Danielle  Promoting choice to her  Clients, she chose to go  Around with the lunch time  Menu. I have reviewed the  Reflective account and the  Witness statement from  Her manager and the knowledge  Questions 5-10 and believe  She is competent in this area.</p>	<p><b>Candidate Competent:</b> yes</p>	<p><b>further evidence required:</b>  No further evidence required for  this unit.</p>				
<b>Date of next visit:</b> 4.1.2014		<b>Time:</b> 2pm				
		<b>Location :</b> Cambridge Home				
<b>Action to be taken for next visit:</b>		<b>By whom</b>	<b>By when</b>			
To start knowledge questions 1-8 for unit 117		Danielle	4.1.2014			
Write a learner statement for 117		Danielle	4.1.2014			
Witness statement from Manager for unit 117		Manager	4.1.2014			
<b>Signature of candidate:</b> D. Spencer			<b>Date:</b> 22.12.13			
<b>Signature of Assessor:</b> P. S			<b>Date:</b> 22.12.13			
<b>Signature of IV- (if sampled):</b>			<b>Date:</b> 22.12.13			

## A.4 Observation report sample

Holistic assessment: Evidence recording sheet

S/NVQ Unit.....

Evidence Ref. No...

Candidate Name: Theo

Use this form to record details of activities (tick as appropriate)

Observed by your assessor ☐

Work Product ☐

Seen by a witness ☐

RPL ☐

Learner Statement ☐

Project/Assignment ☐

Links to:			Performance evidence on:
Unit	EI	P.C. No	Date of activity:
			<p>I had agreed with Theo during the assessment plan to come today 24.05.10 at 1400 hours to observe him dealing with customers. Theo works in a radio station and his role as a customer liaison person includes dealing with customers' enquiries explaining the services they offer as well as helping to promote the radio station. I asked him if he has gone on air before and he said yes but very few occasions. He explained that his roles also includes talking to customers face to face, on the phone as well as using ICT and that before I will finish the observation on that day, there will be opportunity to talk to a customer.</p> <p>Theo explained that the radio station which presently covers only the east of London has different programs running with different presenters and they have adverts, music and talk shows every day. Apart from these, they also organise events to showcase clients' products and provide networking opportunities. He explained that he has a line supervisor (centre manager) that he reports to and that is the first point of contact where there is a problem. Apart from the centre manager, there are duty supervisors for every shift, he showed me the organogram of the organisation and explained what each of them do and that staff meetings and memo are good opportunity to keep abreast of the station's expansion mostly now that they are hoping to expand their coverage to cover London. Theo explained that he has been working with the radio station over 3 months and within this period he has learnt a lot like given discount for multiple advert bookings, the importance of appearance and good communication to provide good customer service and more importantly not making promises that he can't keep or are beyond his limit as this can improve or damage the company's reputation.</p> <p>While he was still talking, the buzzer rang and Theo spoke through the intercom to identify who was coming in. A customer came in and I notice Theo attending to him. First he greeted him warmly and asked how he can help. The customer wanted information about their advertisement rate and I overheard Theo explaining some of the things he had explained to me to him but asking questions to get more information from him as well as checking his understanding. Theo asked him to take a seat while he gets a brochure that contains information about the rates from his desk. He offered the customer something to drink while chatting with him to find out his requirement and providing answers to his questions. He explained that when making advert, they work with the customer to ensure that they are happy with the information and this can be done in the studio or the clients premises thereby protecting the</p>

			<p>back and forth movement of information which may be confidential. Theo explained that since they are always dealing with data and on air, they ensure that they present the accurate information to the public and do not break the rules of their licence to operate.</p> <p>All through, Theo explained the different options to the customer using body language to demonstrate his points but allowing the customer to ask him questions and providing answers to his queries. At a time the customer ask him if he can get further discount and how soon the advert can be done? Theo said he needs to check with his manager so he went over to his manager to check these and came back to tell the client to wait for his manager to speak to him, the manager gave the customer more discount but only if he books within the period of their promotion which they explain will end in 2 days since the customer was saying he will have to go back to his office to get approval. Before the customer left Theo explained to him that it will take them 72 hours to get a booking for making the advert as they are fully booked. He gave the customer his business card and collects the customer's information promising that he will send more information to him to explain what they had just discussed. Theo saw the customer to the door and went to his desk to send the mail he promised the client as well as make a booking on his dairy to call the client as a follow up call. Theo explained that his job as the first contact point is very important because they can lose new clients easily if he fails to treat them well or make proper follow up call. He also ensure that he keeps their information in his system as some times he colleagues can ask him about new clients, so ensuring that his desk is tidy and information kept up to date at the end of every working day is important as this will make it easy for him the next day. Theo explained that once a booking is made, he passes the information to his colleagues who will take over but he makes sure that he inform the customer of this step first and will regularly keep in touch with customers that they are still receiving good service. He explained that they also give opportunities for customers to give them feedback like questionnaires so that they can make improvement and where situations change or they could no longer meet up with customer slots or where there are cancellations, they try to contact the customers as soon as possible.</p> <p>After sending the email, I commended Theo for his level of handling the customer's request and his knowledge of the services came across since he knew I was observing him and his supervisor was round the corner which are occasions that make people very nervous but he took it well. I asked him about his feelings as to his performance which he says he was nervous which is why he made some mistakes but I assured him that all were fine. I left him to write reflective account on his daily activities as well as the knowledge questions that I have given him in my last visit. We agreed to meet on the 07.06.10 at 2pm in his office where we would discuss his progress and he can sign the observation after reading to confirm what I wrote.</p>
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Candidate Signature:.....Date:.....

Assessor signature:.....Date:.....

Internal Verifier Signature and date (if Sampled) :.....Date:.....

## A.5 CPD Template

### STAFF RECORD OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

As part of the quality assurance requirements of the organisation and the awarding body, this form should be completed by all assessors and staff and returned to the centre every 6 months.

Name:.....Position:.....

Current qualifications & dates:

Current employment:.....

Experience obtained since previous CV:.....

Details of CPD; include courses undertaken, seminars attended, articles read, websites accessed in the last 12 months.

Courses undertaken	Dates/qualifications obtained	Seminars/conferences attended	Dates	Relevant websites accessed, articles read, programmes or documentaries watched	Dates	Occupational experience obtained either through voluntary or paid employment