

Qualification Specification

Focus Awards Level 2 Certificate in
Counselling Skills (QCF)

601/5883/9



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Focus Awards Level 2 Certificate in Counselling Skills (QCF)

Qualification Details

QAN: 60158839

GLH: 120

Credits: 16

Qualification Objective

The Focus Awards Level 2 Certificate in Counselling Skills (QCF) is aimed at those learners who have little or no prior counselling experience and wish to start working towards becoming a qualified counsellor. Potential job roles on completion might include key working, care assistants, support working or teaching assistant.

The Focus Awards Level 2 Certificate in Counselling Skills (QCF) will provide learners with the knowledge and understanding required in using a range of counselling skills, as well as being able to identify the key factors of the ethical framework and anti-discriminatory practices.

Qualification Structure / Rules of Combination

Learners must complete all **4 mandatory** units to achieve 16 credits

Unit Title	Unit Ref	Credit	Level	GLH
Mandatory units				
Using counselling skills	K/502/6966	4	2	30
Introduction to counselling skills theories	K/502/6630	4	2	30
Diversity and ethics in the use of counselling skills	M/502/6631	4	2	30
Counselling skills and personal development	T/502/6632	4	2	30

Learner Entry Requirements

There are no specific entry requirements for this qualification. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication at level 2

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment Methods

The Focus Awards Level 2 Certificate in Counselling Skills (QCF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Observed work
- Witness statements
- Audio- visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

To successfully complete this qualification, a candidate must produce a portfolio of evidence.

Simulation

Simulation for this qualification is not permitted.

Progression

Learners wishing to progress from this qualification can undertake the following qualification:

- Level 3 Certificate in Counselling Skills
- Level 3 Diploma in Counselling Skills

Useful Websites

- www.focusawards.org.uk
- www.skillsforhealth.org.uk
- www.ofqual.gov.uk

APPENDIX A: UNITS

Unit Title:	Using counselling skills		
Unit No:	K/502/6966		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of using counselling skills to establish a helping relationship.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know what core counselling skills are	1.1	Identify core counselling skills
		1.2	Describe how core counselling skills can be used in a counselling relationship and in other helping activities
2	Know how to establish a helping relationship	2.1	Describe the boundaries that need to be taken into account when starting a new helping relationship
		2.2	Describe how to agree objectives for a new helping relationship
3	Be able to use core counselling skills in a helping relationship	3.1	Demonstrate how to use core counselling skills in a helping relationship
		3.2	Describe how effective the use of core counselling skills have been in developing the helping relationship
4	Know how to conclude a helping interaction	4.1	Describe useful strategies for ending relationships
		4.2	Describe the possible impact of a helping relationship ending

Unit Title:	Introduction to counselling skills theories		
Unit No:	K/502/6630		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of counselling skills theories and the difference between them.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know elements of counselling theories	1.1	Describe key elements of psychodynamic theory
		1.2	Describe key elements of person-centred theory
		1.3	Describe key elements of cognitive-behavioural theory
		1.4	Identify the key differences between the above theories
2	Know the significance of counselling theory	2.1	Describe how counselling theory underpins the use of counselling skills

Unit Title:	Diversity and ethics in the use of counselling skills		
Unit No:	M/502/6631		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of diversity and ethics in the use of counselling skills to understand about anti-discriminatory practice.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how an ethical framework relates to the use of counselling skills	1.1	Identify an ethical framework
		1.2	Identify key aspects of the ethical framework
		1.3	Describe how the ethical framework informs own use of counselling skills
2	Know what discrimination means	2.1	Outline ways in which people experience discrimination
		2.2	Describe own experiences or observations of possible discrimination
3	Understand about anti-discriminatory practice	3.1	Describe key legal aspects of anti-discriminatory practice
		3.2	Explain how diversity impacts on the counselling relationship
		3.3	Explain ways to address difference and diversity in counselling skills practice

Unit Title:	Counselling skills and personal development		
Unit No:	T/502/6632		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: The aim of this unit is to develop the learner's knowledge and understanding of counselling skills and personal development to know which personal qualities.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to develop self understanding	1.1	Identify own values and beliefs
		1.2	Outline how values and beliefs could have an effect on helping relationships
		1.3	Identify own motivation for helping others
		1.4	Identify own blocks to listening and learning
		1.5	Describe benefits of giving and receiving feedback for personal development
2	Know personal qualities relevant to the helping roles	2.1	Identify own personal skills and qualities which are strengths in relation to a helping relationship
		2.2	Identify areas for development in personal skills and qualities in relation to helping relationships
3	Know how to meet own support needs	3.1	Identify own support needs in order to contribute to a helping relationship
		3.2	Describe how to access own support
		3.3	Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4	Know how self-reflection contributes to personal development	4.1	Describe own observations, thoughts, feelings and concerns when using counselling skills
		4.2	Outline the benefits of self-reflection <ul style="list-style-type: none"> • Personal development • The use of counselling skills

Appendix B: Assessment Guidance for Skills for Health

Skills for Health Assessment Principles

Learners must be registered with the Awarding Organisation before formal assessment commences.

Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal QCF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to requalify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard

Assess learner achievement.

Competence based units must include direct observation in the workplace as the primary source of evidence.

Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal QCF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal QCF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

APPENDIX C: Guidance on Observed Assessments

Assessment Briefing

When a planned observed assessment is to be carried out, it is essential that a briefing is conducted by the assessor prior to the assessment. This assessment briefing should cover the following information:

- Where the assessment will be carried out
- How the assessment will be organised
- What the learner is expected to present or demonstrate in terms of performance evidence
- Any documentation which forms part of the assessment
- Where and when questioning and feedback will take place
- What the learner needs to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this briefing activity to let students seek clarification or ask questions on any issue relating to the planned assessment. Other individuals such as clients who are involved in the assessment process should also be part of the assessment briefing. The assessment briefing can be conducted in either a one to one or group briefing. In group situations the assessor will briefly confirm the process with each individual before beginning the assessment

Observing the Learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when carrying out an observed assessment:

- Involve the learner
- Complete an adequate briefing
- Use an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient
- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'

- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focussed on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

Recommended Stages of an Observation

- Step 1 Initial briefing with the learner
- Step 2 Observation of learner
- Step 3 Assessor led Learner/Client Feedback
- Step 4 Learner Evaluation with the client (15 minutes minimum)
- Step 5 Assessor Questions to assess knowledge and understanding (non-leading and open)
- Step 6 Assessor adjudication (pass/refer)
- Step 7 Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria,)

Questioning to Assess Knowledge and Understanding

- It is essential that learners are questioned whenever there is doubt about underpinning knowledge. It is easy to assume a level of understanding by what is seen during an observation
- A question should not be asked if the assessor does not see a particular performance criteria
- Questions can be divided into two types:
 - Open questions start with the words, 'Who?', 'How?', 'Where?' 'What?', 'When?', and 'Why?' - These words act as prompts and enable learners to answer using their own words
 - Closed questions enable the learner to respond with a simple 'Yes' or 'No' answer. For example, "Would you ask a new client to complete a registration document?" Assessors should always use open questions when assessing underpinning knowledge

- It is a Focus Awards requirement that all questions asked as part of an assessment are recorded together with the learner's responses. These must be written out in full and signed and dated by both the assessor and the learner
- Assessors writing "learner answered correctly" next to a question is not acceptable. If an appeal against the assessment decision is raised a clearly auditable trail of evidence which shows the question that was asked, and the learner response, must be available

Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression. Examples of leading questions would be:

- "During the initial consultation your client did not provide any contact details, should you have asked for them?"
- "Your client asked for a service you do not provide, should you apologise for not offering the service or refer them to a specialist?"

Feedback

'Structured, helpful information that is given to someone to suggest what can be done to improve a performance'

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed
- Feedback should not include an assessor's opinion and should not be delivered as criticism. Criticism is subjective it is one individual's judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the 'feedback sandwich' model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and

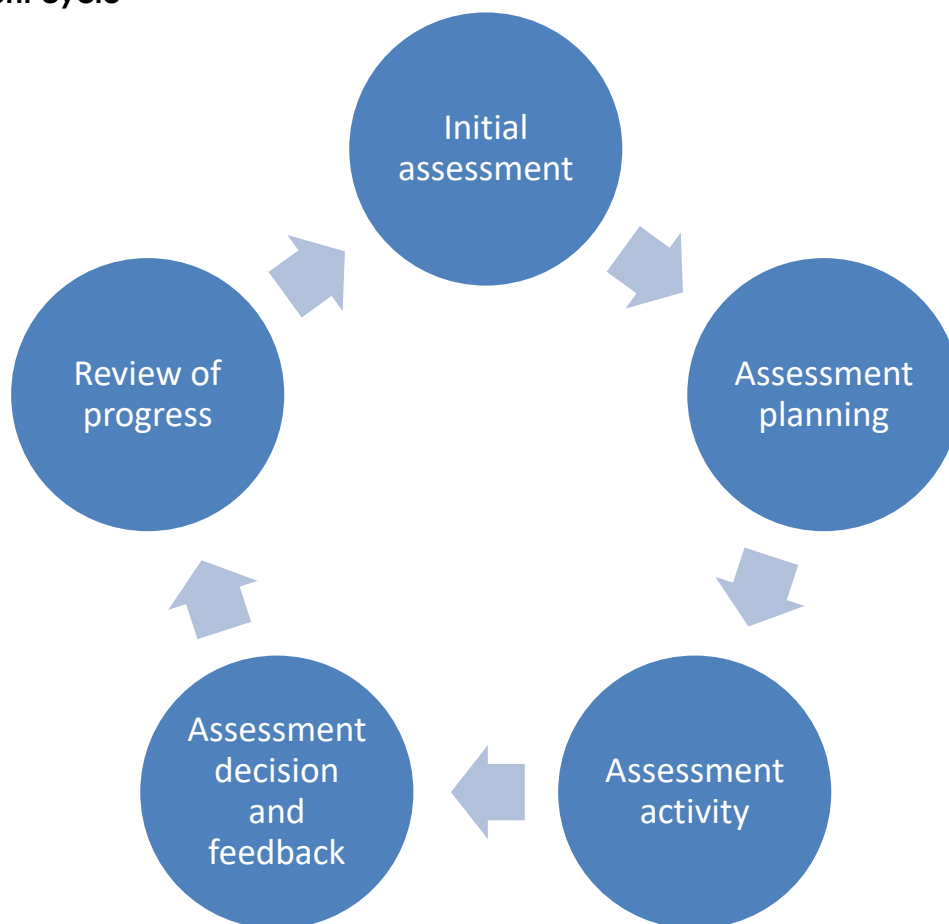
focus on their feedback and not be distracted waiting for the pass/refer result of their performance

Appendix D: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s). Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not

always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the QCF learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the QCF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the QCF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guidance for Tutors, Assessors and IQAs

It is essential that candidates are assessed by competent individuals. It is important that assessors are able to recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

All Tutor's, Assessors and IQAs should:

- Hold a discipline specific qualification comparable to the Level 2 NVQ Certificate in Activity Leadership
- Exhibit active involvement during the past two years in a process of industry relevant Continued Professional Development
- Have a commitment to, and knowledge of, the Exercise and Fitness Code of Ethical Practice

Desirable Criteria

- All Assessors and IQA's should be registered with the Register of Exercise Professionals

Tutor Requirements:

Tutors should hold, or be working towards a teaching qualification. The following are suitable:

- Level 5 Diploma in Education and Training
- Level 4 Certificate in Education and Training
- Level 3 Award in Education and Training
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)

Focus Awards will consider other teaching qualifications upon submission and will inform you of their decision. Tutors must also be able to establish the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Requirements for Assessors

Please be advised that Focus Awards policy dictates that the decisions of trainee assessors will need to be countersigned by a suitably qualified assessor.

Requirements for Internal Quality Assurers (IQAs):

Focus Awards require that IQAs hold or are working towards the following:

- D34
- V1 qualification
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Show relevant technical/occupational competency in the disciplines or units they are verifying

Please be advised that Focus Awards policy dictates that the decisions of trainee IQAs will need to be countersigned by a suitably qualified IQA.

Guided Learning Hours

The number of guided learning hours specified for each unit gives the minimum amount of time required for delivery of the course, it includes:

- All times when a member of staff is present to give specific guidance towards learning aims and outcomes, as well as:

- Other structured learning time such as supported individual study, directed assignments, or practice and assessments

The specified number of guided learning hours does not include time spent on work initiated by the learner; or the time tutors spend marking assignments where the learner is not in attendance.

Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments. To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

Consistency of Assessment Decisions

Focus Awards strives to maintain consistency with regard to assessment decisions overarching learners, assessors and sites. This key component necessitates the following in order to meet Focus Awards stringent principles:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

Judging Authenticity

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres, trainers and assessors should ensure that this declaration is signed by the learners
- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required

- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

Guidance on Re-submission of Learner Assessment

- There is no maximum to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

Use of Language and Stimulus Materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. The resources and any assessment materials and the language they contain should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective

- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

