

Qualification Specification

Focus Awards Level 3 Award in Mathematics
for Numeracy Teaching (RQF)

601/7798/6



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

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Focus Awards Level 3 Award in Mathematics for Numeracy Teaching (RQF)

Qualification details

- QAN: 601/7798/6
- GLH: 60
- TQT: 120
- Credits: 12

Qualification purpose

The Focus Awards Level 3 Award in Mathematics for Numeracy Teaching (RQF) is aimed at providing learners with the knowledge and understanding required to when using mathematics in academic subjects, personal life and professional and vocational contexts.

The Focus Awards Level 3 Award in Mathematics for Numeracy Teaching (RQF) is aimed at those learners who wish to work in a supporting role within a school.

Qualification structure/Rules of combination

To successfully achieve this qualification, learners must complete 3 mandatory units achieving a minimum of 12 credits

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory Units				
Using mathematics: academic subjects	T/503/4861	3	30	6
Using mathematics: personal and public life	A/503/4859	3	30	6
Using mathematics: professional and vocational contexts	F/503/4863	3	30	6

Learner entry requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

Age ranges

A learner must be 16 or over to undertake this qualification.

Geographical coverage

This qualification is permitted 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 3 Award in Mathematics for Numeracy Teaching (RQF) is internally assessed and externally assured by Focus Awards.

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

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression routes

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

- Level 3 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Cover Supervision of Pupils in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Intermediate/Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools

Useful websites and supporting materials

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

Links to national occupational standards

The units within this qualification are underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

Appendix A: Units

Unit Title:	Using mathematics: academic subjects		
Unit No:	T/503/4861		
Level:	3		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to provide the learner with the knowledge of using mathematics to be able to interpret mathematical situations in academic subjects and process mathematical problems in academic subjects.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to interpret mathematical situations in academic subjects	1.1	Explain the role of models in representing mathematical situations
		1.2	Analyse situations to interrogate for mathematical information and problems in academic subjects
		1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in academic subjects
2	Be able to process mathematical problems in academic subjects	2.1	Analyse mathematical procedures for efficiency and effectiveness
		2.2	Examine linear and non-linear mathematical patterns in academic subjects
		2.3	Change values and assumptions when investigating mathematical situations in academic subjects
		2.4	Use extended logic and multi-step structured processes to find mathematical solutions in academic subjects
3	Be able to analyse mathematical findings from academic subjects	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in academic subjects
		3.2	Interrogate mathematical conclusions for errors or misconceptions
		3.3	Interpret findings to draw

			conclusions in academic subjects
4	Be able to use mathematical communication in academic subjects	4.1	Select mathematical language for debate in academic subjects
		4.2	Select mathematical communication techniques to suit audience
		4.3	Present mathematical processing and analysis
		4.4	Describe findings using mathematical communication skills in academic subjects

Unit Title:	Using mathematics: personal and public life		
Unit No:	A/503/4859		
Level:	3		
GLH:	30		
Credit:	3		
Unit details: The aim of this unit is to provide the learner with the knowledge to be able to use mathematics in personal and public life to be able to interpret process and analyse mathematical situations.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to interpret mathematical situations in personal and public life	1.1	Explain the role of models in representing mathematical situations
		1.2	Analyse situations to interrogate for mathematical information and problems in personal and public life
		1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life
2	Be able to process mathematical problems in personal and public life	2.1	Analyse mathematical procedures for efficiency and effectiveness
		2.2	Examine linear and non-linear mathematical patterns in personal and public life
		2.3	Change values and assumptions when investigating mathematical situations in in personal and public life
		2.4	Use extended logic and multi-step structured processes to find mathematical solutions in personal and public life
3	Be able to analyse mathematical findings from personal and public life	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in personal and public life
		3.2	Interrogate mathematical conclusions for errors or misconceptions
		3.3	Interpret findings to draw conclusions in personal and public

			life
4	Be able to use mathematical communication in personal and public life	4.1	Select mathematical language for debate in personal and public life
		4.2	Select mathematical communication techniques to suit audience
		4.3	Present mathematical processing and analysis
		4.4	Describe findings using mathematical communication skills in personal and public life

Unit Title:	Using mathematics: professional and vocational contexts		
Unit No:	F/503/4863		
Level:	3		
GLH:	30		
Credit:	6		
Unit details: The aim of this unit is to provide the learner with the knowledge to be able to interpret, process, and analyse mathematical situations, problems and findings in professional and vocational contexts.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Be able to interpret mathematical situations in professional and vocational contexts	1.1	Explain the role of models in representing mathematical situations
		1.2	Analyse situations to interrogate for mathematical information and problems in professional and vocational contexts
		1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts
2	Be able to process mathematical problems in professional and vocational contexts	2.1	Analyse mathematical procedures for efficiency and effectiveness
		2.2	Examine linear and non-linear mathematical patterns in professional and vocational contexts
		2.3	Change values and assumptions when investigating mathematical situations in professional and vocational contexts
		2.4	Use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts
3	Be able to analyse mathematical findings from	3.1	Analyse the effect of accuracy on the reliability of mathematical

	professional and vocational contexts		findings in professional and vocational contexts
		3.2	Interrogate mathematical conclusions for errors or misconceptions
		3.3	Interpret findings to draw conclusions in professional and vocational contexts
4	Be able to use mathematical communication in professional and vocational contexts	4.1	Select mathematical language for debate in professional and vocational contexts
		4.2	Select mathematical communication techniques to suit audience
		4.3	Present mathematical processing and analysis
		4.4	Describe findings using mathematical communication skills in professional and vocational contexts

Appendix B: Assessment Strategy

Assessment Principles

- Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence
- Simulation may only be utilised as an assessment method for competence based on where this is specified in the assessment requirements of the unit'.
- 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.
- Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

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.

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness:

An expert witness must:

- Have a working knowledge of the units on which their expertise is based.
- Be occupationally competent in their area of expertise

- Have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Methods of evaluating

Visual, verbal, written feedback

Tutor and Assessor Requirements

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.

Requirements of Tutors:

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

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

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

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

Requirements of Assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;

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- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Assessors must be able to show the following:

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

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the framework of qualifications

Please note simulation is not allowed

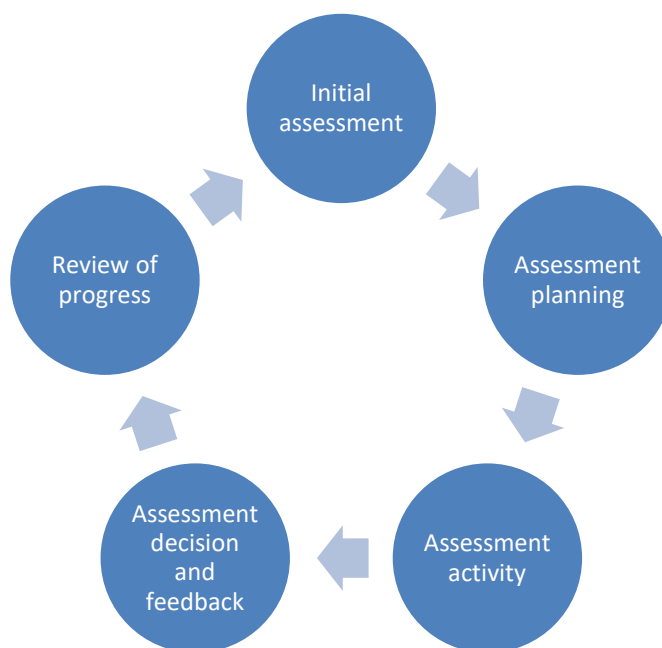
Appendix C: Assessment Best Practice

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 RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.
- In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

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.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is

present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may 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, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

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

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health or safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;

- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for Focus Awards Level 3 Award in Mathematics for Numeracy Teaching (RQF)

- **Step 1**
Initial Learner briefing
- **Step 2**
Direct Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner Evaluation with client (15 minutes minimum)
- **Step 5**
Assessor Questions (open and non-leading)
- **Step 6**
Assessor Decision (pass/refer)
- **Step 7**
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.

- Questions can be divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - these words act as prompts to give the students the opportunity to respond fully in their own words.
 - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- *"Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"*
- *"Are the deltoids worked in a bench press as well as the pectorals and triceps?"*

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

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

