

Qualification Specification

Focus Awards Level 2 Award in Babysitting (RQF)

601/7797/4



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

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Focus Awards Level 2 Award in Babysitting (RQF)

Qualification details

QAN: 601/7797/4

GLH: 43

Credits: 6

TQT: 60

Qualification purpose

The Focus Awards Level 2 Award in Babysitting (RQF) has been developed to provide learners with the knowledge and understanding of the skills required when babysitting. The qualification covers from Birth to 5 years and includes the babysitter's responsibilities to the parent(s), accident prevention and fire safety.

The Focus Awards Level 2 Award in Babysitting (RQF) has been developed to provide the learner with the knowledge and skills of babysitting to prepare for further learning/training within the sector.

Qualification structure/Rules of combination

To successfully achieve this qualification, learners must achieve a minimum of 6 credits, 4 credits must be achieved through the mandatory units and 2 credits form choosing 1 of 2 optional units either at level 1 or 2.

Unit title	Unit ref.	Level	GLH	Credit
Mandatory Units				
Accident prevention and fire safety when babysitting	L/502/6961	2	14	2
Caring for young children in a babysitting environment	R/502/6962	2	14	2
Optional Units				
Craft activities with young children	J/502/6960	2	15	2

Respecting and valuing children	M/601/0116	1	18	2
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Learner entry requirements

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

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 'Focus Awards Reasonable Adjustments and Special Consideration Policy'

Assessment methods

The Focus Awards Level 2 Award in Babysitting (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

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- 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 qualification:

- *Level 2 Certificate* for the Children and Young People's Workforce
- *Level 1 Award* in Caring for Children

Useful websites and supporting materials

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

Links to national occupational standards

Focus Awards has mapped to NOS where they exist.

Appendix A: Units

Unit Title:	Accident prevention and fire safety when babysitting		
Unit No:	L/502/6961		
Level:	2		
GLH:	14		
Credit:	2		
Unit details: The aim of this unit is to provide the learner with the knowledge of how to assess risks in a babysitting environment and the understanding of the role of control measure in fire safety and accident preventions.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand risk assessment and its role in supporting the babysitter.	1.1	Define what is meant by a risk assessment.
		1.2	Explain the benefits of carrying out a risk assessment in a babysitting environment to: <ul style="list-style-type: none"> ➤ The child/children ➤ The babysitter
2	Know how to assess risks in a babysitting environment.	2.1	Identify possible risks in a babysitting environment for the following: <ul style="list-style-type: none"> ➤ Fire ➤ Accident ➤ Injury
3	Understand the role of control measure in fire safety and accident preventions.	3.1	Explain ways of preventing or minimising risk which could be put in place for each of the following: <ul style="list-style-type: none"> ➤ Fire ➤ Accident ➤ Injury
		3.2	Explain how the control measure supports the safety of: <ul style="list-style-type: none"> ➤ The child/children

			➤ The babysitter.
		3.3	Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.

Unit Title:	Caring for young children in a babysitting environment		
Unit No:	R/502/6962		
Level:	2		
GLH:	14		
Credit:	2		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of age appropriate toys and activities for young children from birth to 5 years 11 months and the understanding how to prepare a young child for sleep.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand responsibilities in relation to babysitting.	1.1	Explain the responsibilities of the children's parent (s) or primary carer(s) in relation to: <ul style="list-style-type: none"> ➤ The babysitter ➤ The children
		1.2	Describe the babysitter's responsibilities to the children being cared for.
		1.3	Explain the babysitter's responsibilities to the children's parent(s) or primary carer(s).
2	Know age appropriate toys and activities for young children from birth to 5 years 11 months.	2.1	Describe different toys and activities suitable for the following age children: <ul style="list-style-type: none"> ➤ Birth to 11 months ➤ Young children aged 1 year to 1 year 11 months ➤ Children aged 2 years to 2 years 11 months ➤ Children aged 3 years to 3 years 11 months ➤ Children aged 4 years to 5 years 11 months.
3	Know how to prepare a young child for sleep.	3.1	Describe a calming routine for preparing young children to settle at bed time.
		3.2	Demonstrate understanding of

			<p>the following care activities:</p> <ul style="list-style-type: none"> ➤ Bathing a young child ➤ Changing a nappy ➤ Supporting a young child to clean teeth
		3.3	Explain the value of reading stories at bed time.

Unit Title:	Craft activities with young children		
Unit No:	J/502/6960		
Level:	2		
GLH:	15		
Credit:	2		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of the benefits of craft activities for young children and health and safety when providing craft activities for young children.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the benefits of craft activities for young children.	1.1	Describe craft activities suitable for the following aged children: <ul style="list-style-type: none"> ➤ 6 months to 1 year ➤ 13 months to 2 years ➤ 2 years 1 month to 5 years
		1.2	Explain the benefits and learning for the young child from each activity described.
2	Understand health and safety when providing craft activities for young children.	2.1	Identify health and safety risks that need to be considered when providing craft activities for young children.
		2.2	Explain how to deal with the health and safety risks listed in relation to craft activities.
		2.3	Describe the support a young child may need when carrying out craft activities in relation to health and safety.

Unit Title:	Respecting and valuing children		
Unit No:	M/601/0116		
Level:	1		
GLH:	18		
Credit:	2		
Unit details: The aim of this unit is to provide the learner with the knowledge and understanding of how to respect and value children as individuals.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Know how to respect and value children as individuals.	1.1	Give ways to value children as individuals.
		1.2	State reasons why children need to be respected as individuals.
2	Understand ways to respect and value children.	2.1	Identify ways to communicate with children to ensure that they feel valued.
		2.2	Outline behaviour that shows respect and value of children.
3	Know that children have rights.	3.1	List organisations that promote the rights of children.

Appendix B: Assessment strategy

Unit guidance

Accident prevention and fire safety when babysitting - L/502/6961

Assessment Criteria 3.3 needs to include information to prioritise the safety of the children both physically and emotionally

Control Measure - ways of preventing or minimising risk

Caring for young children in a babysitting environment - R/502/6962

- Age ranges for young children is birth to 5 years 11 months
- There is no expectation that 3.2 should be carried out with a young child.

Craft activities with young children - J/502/6960

A young child is 5 years and under for this unit.

Skills for Care and Development QCF Assessment Principles

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

3. 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.

4. 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 QCF 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

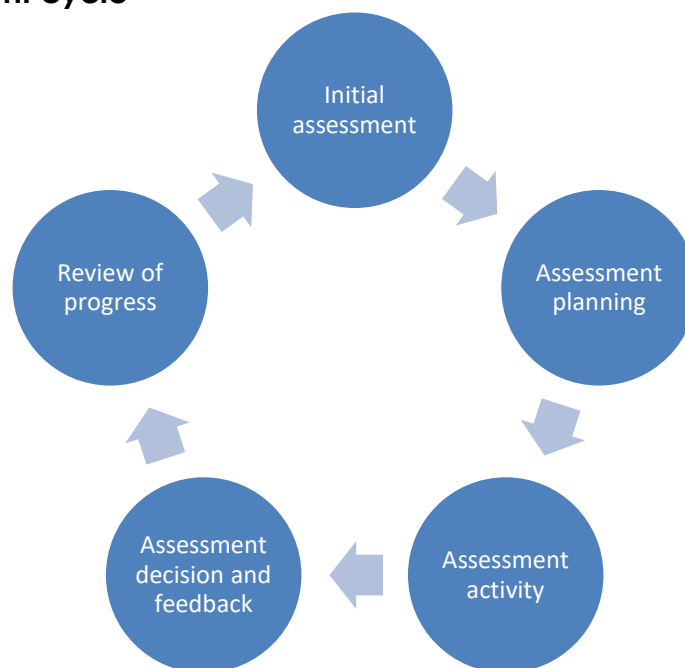
Appendix C: Assessment best practice

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

Recognition of Prior Learning (RPL) is a system of assessment that considers whether a learner already possesses the knowledge, skills or understanding to meet the assessment requirements for a unit and determines whether the learner can be awarded the unit or can omit a particular course of learning and progress

to assessment without the need for delivery. This will be displayed as a unit achievement on the certificate.

It is the responsibility of all learners who have previously achieved units approved as Exemptions, Equivalences and Credit Transfers, or who will achieve through RPL, to inform Focus Awards at registration using the registration excel spread sheet.

Learners must initially make the claim to the centre and the centre has the responsibility of making the preliminary consideration. If a centre is in doubt they should contact Focus Awards for advice or clarification.

When authorising a request, all centres must ensure that appropriate documentation and evidence is reviewed, maintained and made available as required to Focus Awards staff.

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

Guidance for Tutors, Assessors and IQAs

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;
- Level 3 Certificate in Assessing Vocationally Related Achievement;

Assessors must also 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

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 D: 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 seek advice and support if you were concerned about the attachment behaviour of a child or young person?" 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:

- “If you were supporting a child or young person to make positive changes would you assist them with developing an action plan?”
- “When supporting a child or young person with speech, language and communication would you take their age and home language into account?”

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 E: Assessment plan

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

