



ASSESSOR GUIDE

2016 - 2017



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Purpose of the Assessor Guide 2016 - 2017

This assessor guide is in place to provide guidance for Assessors on best practice in assessment as well as to ensure compliance with regulatory bodies and awarding organisations requirements

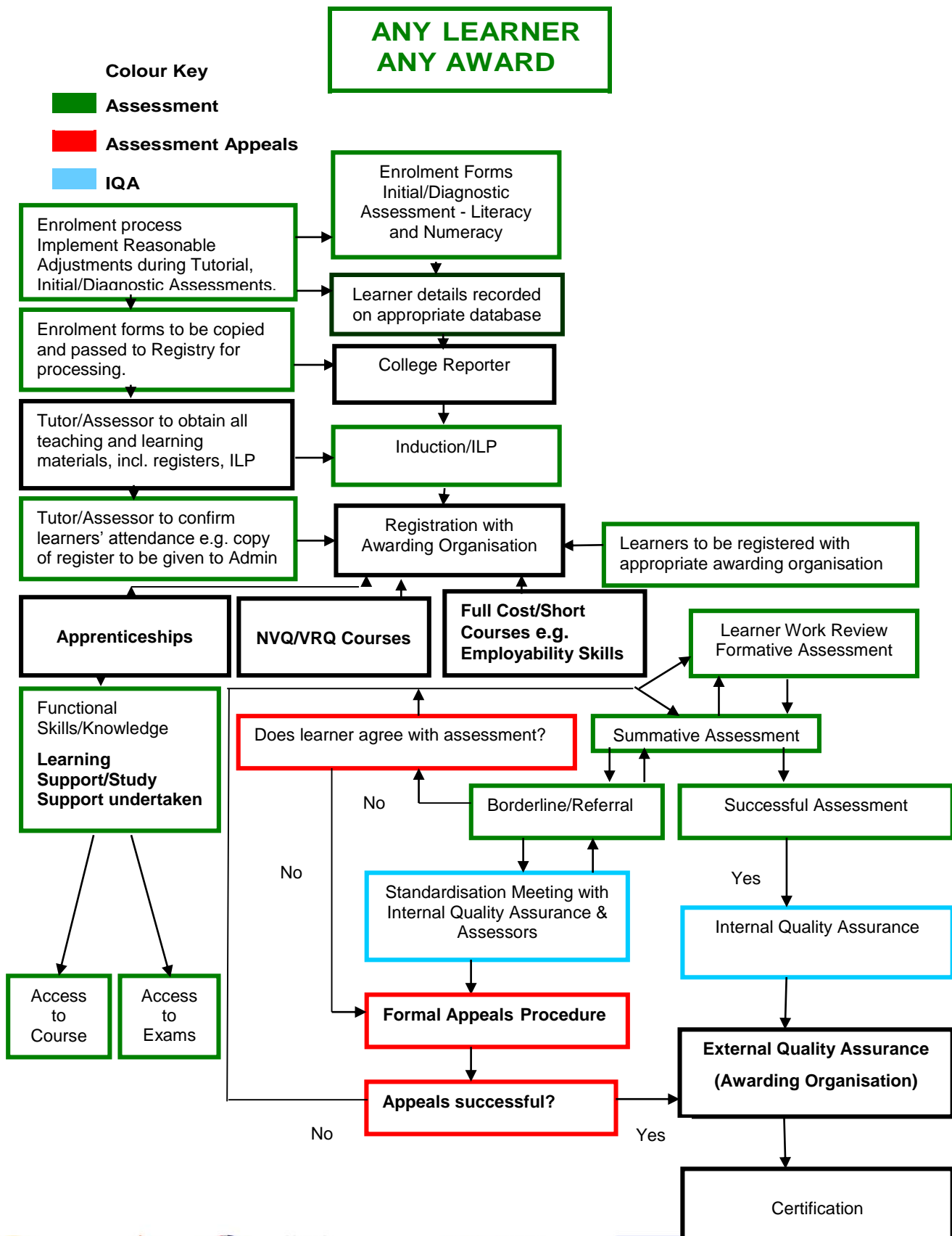
The Assessor Guide 2016 - 2017 covers all courses across work-based learning, NVQs/Apprenticeships and vocational related qualifications delivered by Ginger Nut Training.

This handbook will be reviewed yearly by the Lead Internal Quality Assurance Officer.

April 2016



Flowchart of Learner Journey and Assessment Opportunities



Qualification Curriculum Framework (QCF)

QCF is a new credit based unit accreditation system that has been implemented by all Awarding Organisation since 1st September 2010.

The Qualifications and Credit Framework (QCF) is a new credit transfer system which has replaced the National Qualification Framework (NQF). It recognises qualifications and units by awarding credits. And since each unit has a credit value and the credits can be transferred, the system gives the learners the ability to get qualifications at their own pace. The QCF is jointly regulated by the England's regulator Ofqual, Wales' DCELLS and Northern Ireland's CCEA.

QCF regulations have stated that the term 'NVQ' can be used in the title of QCF qualifications to help identify that assessment was competency based.

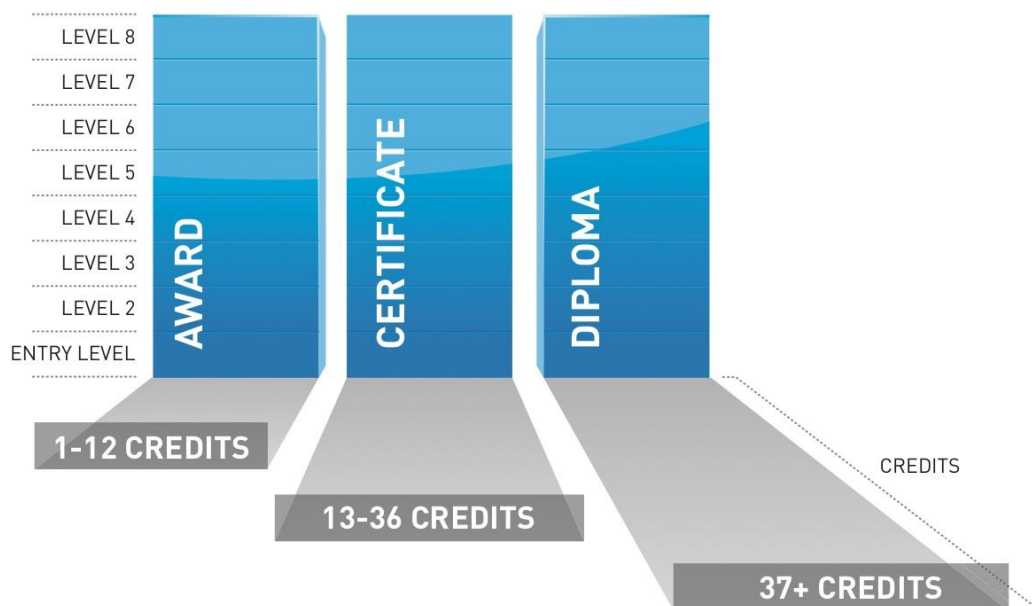
Credit and Level

Every unit and qualification in the framework will have a credit value (one credit represents 10 hours, showing how much time it takes to complete) and a level between Entry level and level 8 (showing how difficult it is).

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

In the QCF framework you can gain an award at level 1 or at level 8. The qualification type, award, certificate, diploma, signifies the size of the qualification, not its difficulty.



Each qualification title contains the following:

- the level of the qualification
- the size of qualification (award/certificate/diploma)
- details indicating the content of the qualification.

Confidentiality

All evidence that is collected by the assessor should ensure that it is not confidential. Some documents may be submitted for assessment but care should be taken to blank out any confidential information and that the documentation is relevant. If evidence cannot be collected due to confidentiality a witness testimony should be used to testify the evidence and demonstrate competence

Records

Assessment records shall be accessible and available for Assessors, Internal Quality Assurers and candidates as required and as appropriate.

Records of assessments must be accurate and up-to-date and provides an audit trail. Assessment and internal quality assurance records must be retained for three years or more if stipulated by the Awarding Organisation.

Assessor Roles and Responsibilities

All assessors should be suitably qualified and must have sufficient occupational competence and a sound working knowledge of the content of the standards they are assessing and their assessment requirements (requirements are also stipulated by the awarding organisation). Assessors also need to be committed to developing their CPD. Staff who are working towards the required qualification can carry out NVQ assessments but in such cases an experienced Assessor must countersign the assessment decision.

Assessor's Role

The role of the Assessor is to support the candidate to:

- Achieve their national vocational qualification assess performance and related knowledge in a range of tasks and to ensure that the competence and knowledge demonstrated meets the requirements of the unit/credit/qualification.
- Make informed judgements about the range of evidence the candidate has produced, which should demonstrate their competence to meet the assessment criteria as detailed in the Qualification Specification.
- Adhere to all the principles of assessment as set out in the national assessor standards.

The list below identifies many of the specific activities and the support which should be demonstrated by an Assessor.

- The Assessor must ensure they have an up to date Qualification Specification to assist them in the delivery of the qualification before starting delivery.
- The Assessor should decide on the assessment methods to be used throughout the delivery of the qualification and document this. These should help the candidates demonstrate their skills, knowledge and understanding to help them provide the necessary evidence. A broad range of assessment methods can also make the qualification more engaging and enjoyable for the candidates.
- A planned programme outline should be devised to show how they intend to deliver the qualification and as a benchmark to track progress.
- A timetable should be created to highlight when teaching will take place.
- The Assessor and Internal Quality Assurer should work together to create a sampling strategy for internal quality assurance to take place and plan in dates when sampling can take place.
- The Assessor may be responsible for inducting the candidates onto the programme. If so this should include discussing relevant policies and procedures, carrying out an initial assessment, discussing reasonable adjustments and special considerations and any additional requirements, discussing whether RPL is appropriate and ensuring that they have signed a statement declaring that their work will be their own.
- The Assessor should explain to the candidate before the programme commences the content and requirements of the programme so that the candidate is fully aware of their responsibilities. Together they should agree timescales for completion.

- It's essential that the Assessor reviews the candidate's progress and provides them with regular feedback, both verbal and written which **must** be documented. The Assessor should set an action plan for the candidate to work through and should give specific deadlines to help the candidate complete the course by the deadline. The Assessor should also review any reasonable adjustments and special considerations during the course of the programme.
- The Assessor and Internal Quality Assurer should hold regular standardisation meetings and document the minutes.
- The Assessor should keep up to date with any changes made to the awarding organisation's processes or procedures, and the content of the Qualification Specification.
- The Assessor should be included in the external quality assurer visit and ensure any past actions have been carried out.
- The Assessor should assist in carrying out actions or recommendations following the external quality assurance visit.

Assessor's Responsibilities

The responsibilities assessors are required to undertake are to:

- Ensure that no discrimination of whatever kind is practiced as far as ethnic origin, appearance, likes/dislikes, sexual orientation, age, pregnancy, marital status, family responsibility, social groups, HIV status, conscience, political opinion, culture, language and birth, harassment is concerned (specifically for Employer Responsive Provision where the candidate is compiling evidence of skills from an Employer)
- Brief candidates fully on the assessment process
- Inform candidates of the appeals procedure
- Ensure that valid, consistent and reliable assessment methods are used to judge evidence
- Provide candidates and other relevant parties with prompt, accurate and constructive feedback
- Maintain records of candidates' achievements by completing the required documentation
- Guide candidates in building and presenting their portfolio of evidence
- Maintain own copy of assessment records to enable evidence to be rebuilt in the event of a portfolio being lost
- Ensure candidates are aware of their responsibilities to keep their portfolio and make it available for internal and external quality assurance and certification
- Arrange, where necessary re-training and re-assessment for candidates
- Attend standardisation and other meetings as directed by the IQA responsible for the award being undertaken by the candidate
- Keep up professional practice by undertaking training and attending CPD events and keep an up to date log of activities undertaken for CPD

As the assessor, you are responsible for deciding whether or not your learners have achieved the relevant standards. The following are your main areas of responsibility, and what you need to know within those areas.

You are responsible for ...	You need to know ...
Assessing learners' knowledge, understanding and skills against assessment criteria in a real life work environment and/or under simulated conditions, or in a classroom or workshop	The subject or occupation you are assessing and how to reach assessment decisions that are valid, fair and reliable
Choosing and using appropriate assessment methods at the right time and in the right combinations	Different assessment methods and when to use them
	How to plan assessment
	Holistic approaches to assessing based on learner's activities
Giving feedback to learners	How you involve the learner (and others, such as the employer or the learner's supervisor) in the assessment process
	How to manage information relating to assessment
Carrying out best practice with regard to assessment	How to use activity based, cost effective, non-bureaucratic, (holistic) assessment, where appropriate
	Centre policies such as dealing with disputes and appeals, confidentiality, health and safety, equality and diversity, and safeguarding
Contributing to the quality assurance of assessment	Standardisation methods and procedures

The Assessment Process

Stage	Learning and Development	Assessment
1. Recruitment	The learner is recruited to the programme	The learner undergoes initial assessment to: <ul style="list-style-type: none"> • assess their potential • see what they can do already • gauge their suitability and is then registered with the awarding organisation.
2. Induction	The learner is inducted into their learning and development programme	The learner is inducted into the qualification and assessment process
3. Planning for learning and assessment for learning	The learner agrees learning targets, and plans are made for how these will be achieved. These are recorded on an individual learning plan (ILP), or similar	The results of initial assessment inform plans and ensure that realistic targets are set. Regular assessment for learning is planned.
4. Learning and development	The learner undergoes training and development over time and: <ul style="list-style-type: none"> • Acquires skills and knowledge • Practises and applies what they have learned • Starts to perform to the standards • Consistently performs to the standards under a variety of conditions at work 	Assessment for learning takes place at regular intervals to see how the learner is progressing. Learners are given feedback on their performance, targets are adjusted and further training and development are arranged as necessary. When (and only when) the learner is performing confidently and consistently to appropriate standards
5. Assessment planning		... does planning for assessment against the standards take place This is where the learner agrees an assessment plan – how, when and where assessment will take place – with their assessor.
6. Assessment against the standards	If the learner is assessed as 'not yet competent', they may need to undertake further training or practice.	The assessor makes an assessment decision and gives feedback to the learner on their performance. Further assessment is planned as necessary.
7. Certification		The learner receives a certificate of their achievement from the relevant awarding organisation.

Main Assessment Methods

In the work environment	
Observation of performance	Watching learners perform in the workplace
Examining work products	The outcomes or products of a learner's work activity
Questioning the learner	Using a range of questioning techniques, either spoken or written
Discussing with the learner	A conversation in which learners describe and reflect on their performance and knowledge in relation to the requirements of the standards
Looking at learner statements	The learner's account of what they have been doing in relation to the standards to be achieved
Recognising prior learning (RPL)	Assessment of a learner's existing level of knowledge and skill in relation to the standards
Evidence from others (Witness Statement)	Another person's account of what a learner has done, usually to confirm existing knowledge from your own observation.
In other environment e.g. classroom/workshop	
Skills tests	Formal testing of skills under test conditions
Oral and written questions	Using a range of questioning techniques, either spoken or written
Projects, assignments and case studies	Assessing the outcomes of case studies, projects and assignments that a learner has undertaken as part of their vocational learning against specified criteria
Simulation	Using a replica of the work environment to assess competence
Recognising prior learning (RPL)	Assessment of a learner's existing level of knowledge and skill in relation to the standards

Assessment Planning

The assessment plan is a vital tool in helping the candidate to gather relevant evidence. Assessors and candidates should carefully plan the assessments for each unit together.

Ideally, this should be done during a one-to-one session, where the candidate is afforded privacy to discuss aspects of their competence, work role, levels of confidence and any areas of concern they have.

However, it is sometimes acceptable to plan assessments in a group situation for units which many candidates are working on together, e.g. at a workshop, at which some study has been undertaken and work practice has been shared openly.

During the planning stage it is important to identify areas of development the candidate needs to undertake in order to meet the knowledge and understanding requirements. For example, the assessor may feel that the candidate would benefit from some specific training such as manual handling, food hygiene, health and safety at work etc. Certificates of achievement in such courses of training can be used as evidence of knowledge and understanding where appropriate.

Once areas for development have been identified and addressed, the assessor should talk through potential work activities with the candidate to identify appropriate opportunities for observation.

Observation by the assessor is mandatory in almost all units in all awards. To avoid excessive intrusiveness and interruption to normal working practice, the observations should be planned to include aspects of more than one unit.

Once opportunities for observation have been agreed, the candidate must ensure that any individuals, line managers and other relevant people consent to the observation taking place.

Other suitable evidence should be discussed and included in the plan. This would usually be reflective accounts detailing practice that the candidate feels reflects their competence. Assessors should give guidance in reflective account writing. Finally, dates should be agreed at the planning stage. Dates for review, dates for observation and feedback on performance etc. It is vital that both assessors and candidates adhere to these agreed dates as much as possible in order to keep up motivation and meet the agreed deadlines for completion of the qualification.

At the end of the assessment you should be able to obtain:

- Product Evidence
- Observation
- Personal Statement
- Witness Testimony (from the candidate's manager or supervisor)

Holistic assessment planning

- Involve the candidate's line manager or employer in planning for assessment
- Think of all the likely evidence that might be covered in a single assessment episode. For example, a simple activity could also provide other evidence for customer service, handling equipment and resources, working relationships, and health and safety.
- Check that the candidate is prepared for the assessment methods you plan to use.
- If you think you will need additional performance evidence, plan for the best ways to identify and capture this. For example, obtaining a witness statement from the candidate's line manager or employer.

Assessment Feedback

Giving feedback to candidates

Giving feedback to learners on your assessment decisions is an important part of your role. Learners do not know how well they are doing unless you tell them. Effective feedback is the basis on which learners' progress, in terms of developing their knowledge and skills.

When and how to give feedback

You need to give feedback after each assessment. Your aim is to explain the assessment decision(s) to the learner and plan and agree what happens next, in the light of this decision.

1. Start with what went well

- Tell the learner what they did well and the evidence you saw to support this, even if they did not meet the assessment criteria.
- Treat occasions where the assessment criteria have not been met as opportunities for development don't talk in terms of mistakes or failures

2. Involve the candidate

- Ask them how they think they did
- Base your feedback on evidence of what you've seen or heard, not opinion or feelings
- Give examples of what you mean
- Allow your learner the opportunity to ask question
-

3. Be clear about why the learner did or didn't achieve, and say what needs to happen next

- Pinpoint specific areas that need to change
- Say what the learner did nor didn't do
- Explain what they need to do next time
- Agree targets and record these on the next assessment plan

Assessment Decisions

Making Assessment Decisions

Every course that has internally assessed work, must be internally quality assured. The Internal Quality Assessor must be able to sample the evidence collated by the candidate that has been confirmed by the Assessor as:

- **Valid** - evidence produced meets the elements, performance criteria, knowledge requirements of the standards
- **Authentic** - it is the candidate's own work
- **Current** - evidence is recent and the candidate can still demonstrate competence
- **Sufficient** - enough evidence to prove that the candidate has demonstrated competence over a period of time and meets all the requirements of the standard
- **Reliable** - evidence accurately reflects level of performance which has been consistently demonstrated

Recording Assessment Decisions

As the assessor it is vital that you keep records of all your assessment decisions so that the process is reliable, valid, objective and fair. It is important that you record your assessment decisions whether or not the assessment criteria were met.

Appeals Procedure

Candidates should have access to fair and reliable assessment (Assessment procedures are outlined in the Assessment procedure). If this access is to be meaningful the candidate must have the right to appeal against assessment decisions which are unclear or seem unfair. The Appeals Procedure must provide an appropriate audit trail of the process and be clearly logged with concise detailed information at each stage. In the case of the Awarding Organisation procedures will be followed.

Stage 1

The candidate should raise the issue with the assessor during/at the end of an assessment session or within 10 working days of the assessment.

The assessor must reconsider the reasons underpinning the decision and provide clear feedback. If the assessor is upholding the original assessment decision, then the candidate must be provided with full information describing what is required to demonstrate their competence. This should be provided in writing*, and relate specifically to the standards relevant to the assessment decision.

If the candidate remains unhappy with the decision, the candidate then completes an Appeals Form* which will be forwarded to the IQA.

Stage 2

The IQA reviews all evidence and assessment records in order to consider the appeal. A decision should be made within 10 working days and the candidate and assessor must be informed orally and in writing using the appropriate section of the Appeals Form.

If the candidate is dissatisfied with the decision the appeal proceeds to stage 3.

Stage 3

The IQA should pass all records to the appropriate Head at Ginger Nut Media. The Head will convene an Appeals Panel consisting of, for example, the appropriate Head/IQA a different assessor an independent IQA

Both the candidate and the assessor will be invited to make their case to the Panel. The Panel will reach its decision within 10 working days.

Results of the Appeals Panel will be the final internal stage.

Detail of all appeals will be made available to the External Quality Assurer. The External Quality Assurer is able to provide advice, but should not be involved in the appeals process itself. If the appeals procedure has been exhausted and the candidate is still dissatisfied, the candidate can make a final appeal to the Quality Manager of the relevant Awarding Organisation.

Appeals documentation will be sent to the Head of Quality and Development for an overview and report to the Deputy Principal Curriculum and Quality.

*If the candidate is unable to use the forms or there is a barrier to writing information on the appeals forms, other appropriate substitute methods may need to be adopted e.g. dictation to another person helping the candidate with the appeal.

The appeals procedure has been explained in full to me

Signature of Candidate..... date.....

Candidate's Assessment Appeal

Name of candidate: _____

Course Title: _____ Level: _____

Name of assessor: _____

Date of assessment: _____

STAGE ONE

Candidate's reasons for disagreeing with assessment decision.

The Assessor's rational for the decision

Candidate's signature _____ Date _____

Assessor's signature _____ Date _____

STAGE TWO

IQA's reconsidered decision and rationale

IQA's signature _____ Date _____

STAGE THREE – Appeals Panel

Those on Panel: Head (Chair) _____

Different Assessor _____

Independent IQA _____

Present: Candidate _____

Assessor _____

Decision and rationale of Appeals Panel

Head of Curriculum Signature _____ Date: _____

The above decisions and reasons have been explained to me and I accept the assessment decision

Candidate's Signature _____ Date: _____

Malpractice Procedure

Malpractice is defined by Ofqual as *'The deliberate or wilful contravention or ignoring of the regulatory requirements of the QCF by an organisation or individual recognised to operate within the framework.'*

Maladministration is defined as 'any activity, neglect, default or other practice that results in the centre not complying with the specified requirements for delivery of the units and qualifications.'

Student Malpractice

Examples of student malpractice:

- Taking someone else's work, images or ideas and passing it off as their own e.g. using the Internet to cut and paste material from a website, or by taking another student's work that has been emailed to them. This is called plagiarism.
- Cheating, this is, acting unfairly or dishonestly to gain an advantage.
- Agreeing with others to cheat or deceive e.g. by allowing other students to copy their work. This is known as collusion.

If any member of staff/invigilator suspects a student/s of malpractice, the relevant Awarding Organisation will be informed and they will decide on the appropriate action. The matter will also be internally investigated as part of the Student Disciplinary Policy.

Centre Malpractice

Examples of Centre malpractice:

- Failure to report any malpractice to the Awarding Organisation
- Failure to comply with Awarding Organisation invigilation procedures for external assessment/examinations.
- Failure of the provider to use specifically identified assessment procedures, documentation and paperwork for examinations and internal assessments.
- Failure of the centre to apply the recommended security procedures
- Unauthorised replication of (or other tampering with) externally assessed theory papers and/or e-assessment, and/or external examination papers.

Staff Malpractice

- Failing to keep assessment papers secure prior to assessment/examination.
- Obtaining unauthorised access to assessment material prior to assessment/examination.
- Failing to keep candidate, computer or other files secure.
- Assisting or prompting learners with the production of answers.
- Failing to abide by the conditions of supervision designed to ensure the security of assessment/examination.

If any member of staff or student suspects a member of staff of malpractice this must be reported to their line manager. This could be a breach of the Staff Code of Conduct and potentially investigated under the Disciplinary policy of Ginger Nut Media.



Exchange of information with other Awarding Organisations and Authorities

The majority of cases of malpractice are essentially confidential between the individual Centre and Awarding Organisation, but there are certain cases that may have wider implications. In cases of serious malpractice, in order to preserve the integrity of the assessment, it may be necessary for information to be exchanged amongst other Awarding Organisations, Qualification authorities and/or the Police.

Awarding Organisation

Always consult the Awarding Organisation's Malpractice Policy and documentation to ensure compliance.



Learner Agreement (NVQ)

Welcome to Ginger Nut Media I hope that your experience of working with our approved staff will be a positive and worthwhile experience. This 'code of conduct' allow all parties involvement in the process to be clear about what is expected of them.

Ginger Nut Media agrees to:

- Provide impartial Advice and Guidance prior to enrolment on training programme(s)
- Make provision for ongoing Advice and Guidance where needed/requested by learner.
- Provide regular feedback on learners' progress.
- Undertake regular customer satisfaction surveys and learner reviews every 12 weeks.
- Assess at least 3 workplace-based observations of work activities for (for NVQ programmes).
- Provide regular one-to-one tutorials with learners and/or regular workshop sessions depending on agreed delivery method.
- We will provide teaching/learning materials relevant to the award.
- We may loan learners textbooks&/or other supporting materials to assist with progression and achievement of award.
- We will provide or source additional learning support where required and also support learners where possible with additional welfare and other support needs.
- When observing the candidate's practice, we will endeavor not to interrupt usual work activity.
- Support learners in their personal and professional goals and objectives and encourage personal development.
- Respond fairly and swiftly to any complaints or criticisms and respond/investigate in accordance with the process set out in our complaints policy.
- Treat all learners fairly, in a professional manner and with respect in accordance with our Equal Opportunities and general Code of Conduct policies and statements

Learners are expected to:

- Attend all underpinning knowledge workshops as when required. If you are due to go on annual leave, please let your assessor know.
- All Learners will be given an Induction pack with the NVQ National Occupational Standards, checklists and work sheets at the start of the programme. Please keep these documents secure as once you start building your portfolio of evidence up the contents may be irreplaceable.
- Complete all work/assignments given out at workshops or assigned by assessors – it is important to keep up with your work as you will not be able to achieve your qualification.
- At workshops we encourage co-operation and sharing of ideas between participants, however the work you produce for your portfolios must be your own. If you include information written by 'learning group or colleagues' your contribution to this work must be clearly indicated and signed by your manager/supervisor. Work that has been copied in any way from another learner's portfolio or from any other source not previously agreed with tutor or assessor will not be accepted.
- If an external assessor makes an appointment with you, it is your responsibility to inform your manager and your colleagues and gain your managers consent if applicable.
- If an assessor is going to observe you working with members of the public you must have negotiated consent in advance. Use the consent forms in your handbook and show these to your assessor at your planning meeting before the assessment begins.
- If for any reason it is not convenient for your assessor to see you, learners must let assessors know at least 24 hours before the meeting.
- Learners who miss three assessments or are absent from the programme for 4 weeks or more may not be able to continue with their programme and will receive a withdrawal warning letter after two weeks followed by a withdrawal notification letter at four
- We are contractually required by the Skills Funding Agency our funder to withdraw any learners that do not actively participate in their agreed learning programme for a continuous period of 4 weeks.
- Any professional misconduct will lead to being excluded from the award and no certification will be awarded.



We are Equal Opportunities provider and employer and we expect all learners to behave in a way that actively supports this philosophy. We also expect to be treated as we treat learners – with respect and recognition of skills and experience. If problems do occur they are always best sorted out early rather than later – please talk to us if you feel that you are having difficulties or need extra help and support from us.

Learner Declaration

- I have read and understood the above Learning Agreement statement.
- I agree to abide by the above terms and conditions set out in the above agreement.
-

Learner Name:

Learner Signature

Date:



Learning Agreement (Apprenticeship)

This Learning Agreement is made between

Employer (Company Name):
Apprentice /Learner(Name):
Who is undertaking an Apprenticeship/NVQ in:
Training Provider (Ginger Nut Medisor Sub-Contractor)

1 The Employer's responsibilities

- 1.1 To employ and pay the apprentice/learner in accordance with agreed terms and conditions and taking into account relevant legislation (National Minimum Wage, Working Time Directive etc) as set by HMRC. Employment Rights Act 1996
- 1.2 To agree jointly with Ginger Nut Media or Training Provider and the apprentice/learner, an individual learning plan and ensure that satisfactory progress is maintained. Any changes to the plan will be agreed by all parties.
- 1.3 To provide, as far as is reasonably practical, the experience, facilities and training necessary to achieve the training objectives specified in the individual learning plan without loss of wages
- 1.4 To ensure conformity with the employer's equal opportunities policy and to treat the apprentice fairly and reasonably and not discriminate or act unfairly against apprentices
- 1.5 If the apprenticeship is terminated due to redundancy, to attempt, with the assistance of relevant organisations, to arrange employment for the apprentice, for the duration of the apprenticeship, with another company.
- 1.6 To undertake legal and contractual responsibilities for the health and safety of the apprentice.
- 1.7 To pay a salary to the apprentice of at least £120 per week
- 1.8 To employ the apprentice/learner for a minimum of 30 hours per week. (If less, state number of hours and reason below)
- *1.9 To provide a contract of employment with a minimum of 366 days.

2 The Apprentice's/Learner's responsibilities

- 2.1 To work for the employer to the best of her or his ability and in accordance with the employer's policies and procedures.
- 2.2 To observe the employer's terms and conditions of employment, be diligent, punctual and reliable, informing the employer if you are running late or cannot attend employment for any reason.
- 2.4 At all times to behave in a safe and responsible manner and in accordance with the requirements of health and safety legislation relating to the individual's responsibilities and to promote and act in the employer's best interests.
- 2.5 Complete all work/assignments given out at as part of your training or work assigned by assessors – it is important to keep up with your work or you will not be able to achieve your qualification.
- 2.6 Honour appointments with external assessor, and inform line managers and colleagues of appointments.
- 2.7 If an assessor is going to observe you working with members of the public you must have negotiated consent in advance. Use the consent forms in your handbook and show these to your assessor at your planning meeting before the assessment begins.
- 2.8 At the workshops we encourage co-operation and sharing of ideas between participants, however the work you produce for your portfolios must be your own. If you include information written by 'learning group or colleagues' your contribution to this work must be clearly indicated and signed by your manager/supervisor. Work that has been copied in any way from another learner's portfolio or from any other source not previously agreed with tutor or assessor will not be accepted
- 2.9 If for any reason it is not convenient for your assessor to see you, learners must let assessors know at least 24 hours before the meeting. Learners who miss three assessments or are absent from the programme for 4 weeks or more may not be able to continue with their programme and will trigger a potential withdrawal from the course.

Any behavior deemed as professional misconduct will lead to learners being excluded from their qualification and certification.

3 The Training Provider's responsibilities

- 3.1 To provide the agreed training to a high standard in line with national and industry/sector agreed criteria for apprenticeship frameworks.
- 3.2 To ensure all quality assurance and Health and Safety obligations are in place to meet the requirements set out in the contract between, The Training Provider and the Funder.
- 3.3 Support apprentice in their personal and professional goals and objectives and encourage personal growth and development.
- 3.4 We will provide or source additional learning support where required and also support learners where possible with additional welfare and other support needs.
- 3.5 Monthly workplace observations will be carried out by the assessor. When observing the candidate's practice, we will endeavor not to interrupt usual.
- 3.6 Respond fairly and swiftly to any complaints or criticisms and respond/investigate in accordance with the process set out in our complaints policy.
- 3.7 Treat all learners fairly, in a professional manner and with respect in accordance with our Equal Opportunities and general Code of Conduct policies and statements.
- 3.9 Provide regular one-to-one tutorials with learners &/or regular workshop sessions depending on agreed delivery method. Provide regular feedback on learners' progress.
- 3.10 If the employer is unable to continue with the apprenticeship programme, then in agreement with the employer and Ginger Nut Medis will use its best endeavours to ensure that the apprentice is offered the opportunity to transfer to another organisation to ensure the apprentice completes his/her Apprenticeship Programme.

4. Declaration

The personal information you provide is passed to the Chief Executive of Skills Funding ("the Agency") and, when needed, the Department for Education, OFSTED, including the Education Funding Agency to meet legal responsibilities under the Apprenticeships, Skills, Children and Learning Act 2009, and for the Agency's Learning Records Service (LRS) to create and maintain a unique learner number (ULN). The information you provide may be shared with other partner organisations for purposes relating to education or training.

I understand and agree to the responsibilities as set out above:

Signed (for employer):	Print Name	Date:
Signed (for Apprentice/earner)	Print name	Date
Signed (for Provider)	Print name	Date

*Applicable for Apprentices only

Record of learning and support activities to be completed after each contact

Learner Details

Learner Name:

Tel:

E mail:

Qualification/Framework:

Level:

Start date:

Planned end:

Actual end:

Planned Re

dates (dd/mm/yy)

1.	2.	3.	4.
----	----	----	----

SMART Targets (Specific, Measurable, Achievable, Realistic, Time-restrained)

Date	Unit/Topic	Description of contact (work place visit, phone call, observation or discussion)	No of Hours	Learner initials	Assessor Signature
	Induction				

Employer Name:

Signature :

Date:



ASSESSMENT FORMS



Candidate Authentication Statement

Candidate Name: _____

Centre: _____

Qualification: _____

Notice for Candidates:

All work submitted in your portfolio must be your own.

If you copy from somebody else or allow another candidate to copy from your work then you may be disqualified.

If you cheat in any way you may be disqualified.

Candidate Authentication Statement:

I have read and understood the **Notice for Candidates** and (please delete either a or b)

a) My portfolio is my own work without any help except acceptable support from my Assessor(s)

b) My portfolio is my own work but I have had some help as explained on the reverse of this sheet.

I am aware of and have access to my centre's Equal Opportunities policy.

I am aware of (and know how to exercise) my right to appeal against a decision made regarding my portfolio.

Candidate Signature: _____ Date: _____

Optional:

If my centre wishes to use all or part of my portfolio for training or exemplar purposes I give my permission.

Candidate Signature: _____ Date: _____

Assessment Planning - Ongoing

Candidate Name:		Assessor:	
Registration No:		Date:	
Date of Assessment:		Venue and Time of Assessment:	
Unit(s) to be assessed:			
Knowledge and understanding to be demonstrated: Method of Assessment: <input type="checkbox"/> Observation <input type="checkbox"/> Professional Discussion <input type="checkbox"/> Electronic Recording – Audio or Video <input type="checkbox"/> Witness testimony <input type="checkbox"/> Questioning <input type="checkbox"/> Professional discussion <input type="checkbox"/> Product Evidence (if relevant) <input type="checkbox"/> Other (please specify)			
Special Arrangements Required	[Please note all support and discussed arrangements, continue on a separate sheet if necessary]		
Resources required			

Details of skills and techniques to be demonstrated and evidence to be submitted

I understand the assessment process and have been given the opportunity to ask questions.
I agree this plan has been set and my "Right to Appeal" discussed.

Candidate Signature of Agreement to the above: _____

Assessor's Assessment Feedback	
Please tick to indicate the Assessment is: Formative <input type="checkbox"/> Summative: <input type="checkbox"/>	
Please tick to indicate the Evidence is: Valid: <input type="checkbox"/> Authentic: <input type="checkbox"/> Current: <input type="checkbox"/> Sufficient: <input type="checkbox"/>	
Feedback to include Learning Outcomes achieved/met:	
Candidate signature:	Date:
Assessor signature:	Date:



Assessor Feedback to Candidate

Candidate		Qualification	
Assessor		Unit / piece of evidence	

Please list the units, learning outcomes and assessment criteria which were covered by this activity and explain how **each** one has been met

Comments from Assessor to candidate

Comments from candidate



Assessor – Please tick to indicate that this evidence is:

Valid: ☐

Authentic: ☐

Current: ☐

Sufficient: ☐

Any further actions? (Please initial and date once actions have been completed)

Candidate Signature:

Date:

Assessor Signature:

Date



Learner Review Form

Apprenticeships

Learner Name					
Framework				Level	
Employer			Supervisor name		
Assessor			Assessor Mobile		
Start Date			Planned End Date		
Review date			Next Review Date	Review number	
Please indicate location of review (please circle)			workplace	Trainer	Other
PROGRESS SINCE LAST REVIEW			OBJECTIVES FOR NEXT REVIEW		
(Use Scheme of work to prepare and plan)					
Main Aim (NVQ – competence based qualification)					Target Date
Technical Certificate – Knowledge based qualification/workshops					
Functional Skills / Additional Learning Support					
Work experience / relevant training received					



Skills Funding



Health, Safety and Welfare update (since last review) please tick		Yes	No
1	Has there been any change in management or supervision? If, so what is the name of your new manager/supervisor New contact number		
2	Has there been any new equipment or processes introduced?		
3	Have you had any time off from the workplace or Training Centre?		
4	Has any new Personal Protective Equipment (PPE) been issued or used since your last review?		
5	Have you taken part in any fire drills or evacuations?		
6	Has a risk assessment been carried out in relation to any of the above?		
7	Do you carry out risk assessments on all jobs with employer guidance?		
8	Have you been issued with information on safeguarding or received any training?		
9	Has your address, telephone contact number or e mail changed?		

ONSITE VISIT : LEARNER / EMPLOYER COMMENTS

Score out of 10 (with 10 being the highest)	Learner to score	Reason (s) why you gave yourself this score	Employer to score	Employer / supervisor comments (to support learner improvement)
1. Timekeeping				
2. Attendance				
3. Self-presentation (company image etc.)				
4. Health & Safety awareness				
5. Attitude / Enthusiasm				
6. Dealing with clients				
7. Imitative / Thinking for yourself				
8. Quality of work carried out				
9. Working with others				

Identify sections above that require improvement and add these to the Action Plan

LEARNER COMMENTS		YES	NO
Do you fully understand your framework and targets for completion?			
Are you getting enough support to help your progress?			
Has your overall experience of training been good so far?			
Do you have any concerns in relation to your safety and welfare?			
Position of learner overall	Ahead of target / On Target / Behind Target		
Learner Name & Signature:	Date:		
Employer Name & Signature:	Date:		
Assessor Name & Signature:	Date:		

Academic report attached YES NO (please give reason if not attached)

OFFICE USE: (Assessor to update documents below and tick when complete)

Updated ILP	Updated Tracking sheet	Learner action plan
Previous action plan	Copy of review given to learner	Copy of review given to employer



The National Skills Academy
HEALTH
Delivery Partner



Youth

EMPLOYMENT
UK



PEARSON

INVESTORS
IN PEOPLE

Learner Name			
Framework		Level	
Course tutor		Supervisor name	
Start Date		Planned End Date	

Please circle the following (1= poor, 5 = excellent)						Add guidance for improvement or any other relevant comments
Attendance	1	2	3	4	5	
Timekeeping	1	2	3	4	5	
Attitude	1	2	3	4	5	
Enthusiasm	1	2	3	4	5	
Progress	1	2	3	4	5	

Technical Certificate Knowledge delivery		
Is the learner on target in relation to the Scheme of Work?		YES NO
Please indicate progress below		Please indicate objectives for the next 8 weeks
Estimate completion to date: %		

Functional Skills delivery		
Is the learner on target in relation to the Scheme of Work?		YES NO
Please indicate progress below		Please indicate objectives for the next 8 weeks
Estimate completion to date: %		

Additional Comments:	
Tutor Name & Signature	Date:

Learner Action Plan

Learner Name				Used for Learner 'at risk' process:	YES	NO
Date of last Action plan:						
Actions outstanding from previous reviews:		Who is involved?	Original target date	New target date	Completion date	
New Agreed actions to be completed:		Who is involved	Target date completion date	Actual Completion date		
(Use 'SMART' Targets: Measureable –Achievable-Specific- Realistic - Time bound)						

**Multi-Purpose
NVQ Assessment Record**

Name..... Course.....

Location..... Date.....

PERSONAL STATEMENT

☐

QUESTIONS/ANSWERS

☐

PROFESSIONAL DISCUSSION

☐

PRODUCT

☐

WITNESS TESTIMONY

☐

OBSERVATION

☐

OTHER

PLEASE STATE

☐

LENGTH OF OBSERVATION (if observation)

Description of Evidence	Unit	Learning Outcome	Assessment Criteria

[illegible]

Description of Evidence	Unit	Learning Outcome	Assessment Criteria

Candidates have the right to appeal if they disagree with any assessment decision

Assessor Feedback/comments and/or additional questions:

Candidate reflective statement:

Assessor Signature.....
applicable).....

IQA (if

Candidate Signature.....
.....

Date of feedback to candidate

Record of Candidate Observation

Qualification		Candidate	
Assessor		Date and time of observation	

Description of the candidate's activity. Please include: <ul style="list-style-type: none"> ◆ people present ◆ what was observed ◆ what the candidate did well ◆ how the candidate could improve 	Indicate which of the units and assessment criteria have been covered. Briefly explain how they have been addressed

Assessor Signature		Date	
Candidate Signature		Date	

Record of Professional Discussion

Qualification		Candidate	
Assessor		Date and time of discussion	

Record of the Professional Discussion. Please include: <ul style="list-style-type: none"> ◆ people present ◆ what you discussed/questions/answers ◆ what the candidate did well ◆ how the candidate could improve 	Indicate which of the units and assessment criteria have been covered. Briefly explain how they have been addressed

Assessor Signature		Date	
Candidate Signature		Date	

Witness Testimony

Candidate Name		Qualification	
Assessor Name		Location	
Witness Name			

Briefly describe the relationship between the witness and the candidate

Describe what you witnessed the candidate doing	Learning outcomes/assessment criteria

Witness signature		Assessor signature	
Date		Date	

Group Assessment Tracking Sheet

Assessor:											Date:				
Awarding Organisation / Qualification/Level:											IQA:				
Candidate Names	Start Date	End Date:	Unit	Unit	Unit	Unit	Unit	Unit	Unit	Unit	Unit	Unit	Unit	Unit	

Please add appropriate unit numbers and date completed. Refer to the key below and indicate whether the unit is completed, started but incomplete or not yet started

Key: C = Completed

IC = Incomplete

NYS = Not Yet Started

Final Student Evaluation

Course Title _____

<i>We are committed to continuously improving our services and we welcome your feedback about your course.</i>		Excellent	Good	Satisfactory	Poor	Very Poor
1	How do you rate the course overall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	How was the support you received from your tutor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	How was the teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	How were the facilities and environment (e.g. classroom)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	How helpful was the end of course information and advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Were you treated fairly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Has the course helped you to achieve your goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Were you treated with respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Would you recommend this course to a friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you have any general comments about your course, e.g. how could the course be improved?					
11	After this course do you intend to.... <i>(please tick any which apply):</i>					
	Study this subject at more advanced Level <input type="checkbox"/>	Move to another college <input type="checkbox"/>				
	Continue with this course <input type="checkbox"/>	Seek employment <input type="checkbox"/>				
	Study a different subject <input type="checkbox"/>	Seek voluntary work <input type="checkbox"/>				
	Other (please comment): _____					

