

Level 3 Certificate in Assessing Vocational Achievement (6317-33)

Learner logbook
501/1679/4



www.cityandguilds.com
January 2018
Version 1.2

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Learner logbook

Version and date	Change detail	Section
1.1 April 2013	Corrected number in Unit 303	Units
12 January 2018	Updated references to QCF	All

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1 About your learner logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Start date	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Quality Assurer	
Quality Assurance Contact	

1 About your learner logbook

1.2 Introduction to the logbook

This logbook will help you complete your qualification. It contains

- the units you need to achieve to complete your qualification
- information about your responsibilities as a learner
- forms you can use to record and organise your work.

It will also tell you:

- about qualifications
- what you need to do to complete your qualification
- who will help you.

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our Qualifications is available on our website **www.cityandguilds.com**.

About learners

Learner role and responsibilities

Your responsibilities as a City & Guilds learner are to

- provide your centre with your personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- complete any training or learning activities set by your assessor
- collect and organise your work as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your qualification
- make sure you understand and comply with relevant law and regulations such as Health & Safety at Work, Equality, Data Protection etc.

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification

Learner enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds Qualifications – or add further units in the future. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

Moving to a new centre

If you change jobs or move to a new centre before you complete your qualification, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your qualification records.

A new centre will need your learner enrolment number, your assessment records and evidence to help you complete your qualification.

2 The assessment process

2.1 Before you start

Initial assessment

Before you start work on your qualification you will meet with your assessor to discuss what you need to do to achieve. This can include

- checking you are taking the right qualification at the right level
- identifying any training or learning you will need to help you complete
- agreeing an assessment plan
- signing a learning contract.

Skill scan

As part of this meeting, you will discuss the skills and knowledge you may already have, and decide how this can be used towards your qualification. This process is sometimes carried out by using a Skill Scan. There are two skill scan forms in the appendix of this logbook. One is generic and one is specific to this Certificate. The skill scan process can help to confirm and record the relevant skills you may already have and identify areas for development.

2 The assessment process

2.2 Assessment for your qualification

Before you begin your qualification your assessor will make and agree an assessment plan with you. This will show

- the units the plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce
- who will assess you.

The plan should also indicate the methods of assessment to be used to collect your evidence.

Evidence can include

- recognition of prior learning
- observation by your assessor
- products of your work
- learner statements/reflective statements
- projects and assignments
- questioning – this could be verbal, written or computer based
- professional discussions
- witness testimonies

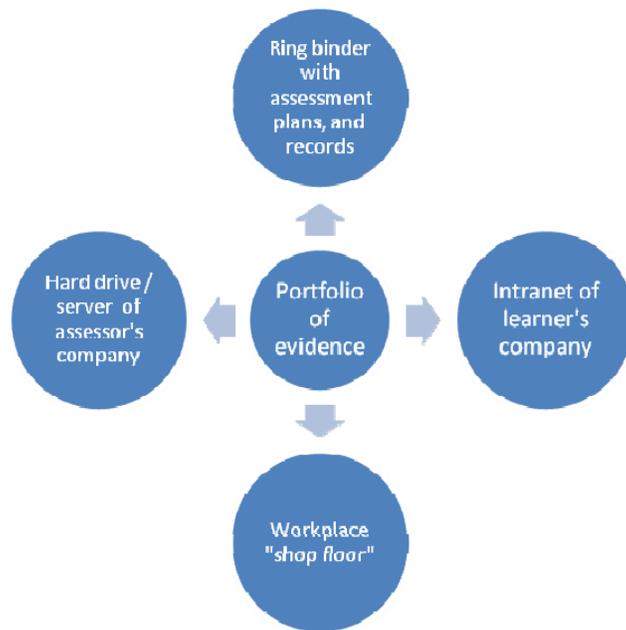
Your centre will explain the different types of activities and evidence to you in more detail. There is an assessment plan form you can use in the appendix of this logbook.

Building your portfolio

Your assessor will guide you in how to put together your work – and remember that a portfolio does not have to be a file filled with paper! Here is an alternative suggestion as to how you a portfolio might be put together:

This is what most people think of as a 'portfolio'. It will contain your initial assessment, assessment plans, assessment records and the decisions and feedback from your assessor. It will also contain details of the location of your evidence and work so there is an audit trail which can be followed by others (such as the Internal and External Quality Assurers) who will want to sample the work.

Your assessor may have digitally recorded you using audio or visual equipment. You may have been doing a discussion or been answering questions. Or it could be a visual recording of when they observed you. Your assessor will agree with you how best to record these activities and keep the information in their assessment records.



This may contain the Policies and Procedures that you need to show that you understand. Your assessor will record that they have judged these as part of an assessment decision and record them on their assessment records.

This may be evidence which is impossible or not appropriate to put in a 'portfolio'. It could include confidential records, a piece of equipment or a structure built by the learner you are assessing.

3 Using your logbook

Appendices and recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your work. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

- Unit 301** **Understanding the principles and practices of assessment**
- Unit 302** **Assess occupational competence in the work environment**
- Unit 303** **Assess vocational skills, knowledge and understanding**
- Appendix 1** **Generic Skill Scan**
- Appendix 2** **Certificate Skill Scan**
- Appendix 3** **Recording Forms (Please photocopy these forms as required)**

Terminology

Authentic	Being the learner's own work.
Equality	A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic
Diversity	Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
Evidence	Evidence of a learner's knowledge, understanding, skill or competence that can be used to make a judgment of their achievement against agreed standards/criteria
Learner	The person being assessed by the candidate assessor
Reliable	Consistently achieves the same results with different assessors and the same (or similar) group of learners.
Requirements	These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation.
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy.
Valid	Relevant to the standards/criteria against which the candidate is being assessed.
Fair	Ensuring that everyone has an equal chance of getting an objective and accurate assessment.

Level:	3
Credit value:	3
General guidance	<p>This unit assesses a candidate assessor's knowledge of the principles and practices of assessment in a learning and development context.</p> <p>Evidence for this unit could take the form of:</p> <ul style="list-style-type: none">• written statements or answers by the candidate assessor• oral statements or answers by the candidate assessor• discussions between the candidate assessor and their own assessor• assignments• projects <p>Considerable evidence could be generated for this unit in the form of statements and discussions if the candidate assessor attempts either of the following units at the same time as this one:</p> <ul style="list-style-type: none">• Assess occupational competence in the work environment• Assess vocational skills, knowledge and understanding

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
1. Understand the principles and requirements of assessment	1.1 explain the functions of assessment in learning and development	The roles of: <ul style="list-style-type: none"> • initial assessment in identifying learner needs • formative assessment in tracking learner progress • summative assessment in assessing learner achievement
	1.2 define the key concepts and principles of assessment	The following key concepts and principles: <ul style="list-style-type: none"> • assessment as a process of making judgments of learners' knowledge, skills and competence against set criteria • what is meant by validity and reliability • the role of evidence in making assessment decisions • what is meant by evidence being authentic, sufficient and current • the importance of objectivity and fairness to learners • the importance of transparency for the learner
	1.3 explain the responsibilities of the assessor	The following assessor responsibilities: <ul style="list-style-type: none"> • understanding and applying the standards and requirements they are working to • planning assessments to meet learner needs • communicating assessment requirements to learners • carrying out assessments • comparing evidence with set standards • making assessment decisions • recording the assessment process and decisions • providing feedback to learners • taking part in standardisation processes • taking part in continuing professional development
		Holistic assessment opportunities If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • Assess occupational competence in the work environment

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
	1.4 identify the regulations and requirements relevant to assessment in own area of practice	<ul style="list-style-type: none"> • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about their assessment activities.</p> <hr/> <ul style="list-style-type: none"> • The general requirements for the assessments they are responsible for – for example, those of the awarding organisation or regulatory body – and the key source documents. • The importance of complying with the relevant assessment strategy if assessing a qualification <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about the requirements for the assessments they carry out.</p>
2. Understand different types of assessment method	2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	<p>The strengths and weaknesses of four different assessment methods selected from:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning • assessments in simulated environments • skills tests • oral and written questions • assignments • projects • case studies <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about why they have selected particular assessment methods.</p>
3. Understand how	3.1 summarise key factors	<p>The following factors:</p>

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
to plan assessment	to consider when planning assessment	<ul style="list-style-type: none"> • standards/criteria to be used • types and volume of evidence required • choice of assessment methods • communication with learner and others involved • location and resources • time and duration of assessment • specific learner needs and any support required • how to manage the assessment process • recording assessment processes and decisions • feedback to learner • the importance of complying with the relevant assessment strategy if planning the assessment of a qualification
	3.2 evaluate the benefits of using a holistic approach to assessment	<p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about the factors they have considered when planning their assessments.</p> <hr/> <p>The value of holistic assessment in:</p> <ul style="list-style-type: none"> • efficient evidence collection for the learner and assessor • evidence that can be used for more than one unit • identifying how the learner integrates for example, knowledge and understanding into their practice
	3.3 explain how to apply holistic assessment when planning assessment	<p>How to plan assessments so that a variety of required evidence can be derived from one assessment occasion.</p> <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they have planned assessments to make the most efficient use of evidence generation.</p>

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
	3.4 summarise the types of risks that may be involved in assessment in own area of responsibility	<p>The following risks;</p> <ul style="list-style-type: none"> • health and safety • unrealistic/unnecessary stress on the learner • inauthentic evidence/collusion/unjustifiable support to the learner • over-assessment • potential for unfairness to learner • failing to meet the requirements of any relevant assessment strategy if assessing a qualification <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they identified risks when planning the assessment process.</p>
	3.5 explain how to minimise risks through the planning process	<p>How to manage assessments to minimise risks associated with:</p> <ul style="list-style-type: none"> • health and safety • learner stress • potential for inauthentic evidence, collusion, unjustifiable support to the learner • fairness <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they minimized risks when planning the assessment process.</p>
4. Understand how to involve learners and others in assessment	4.1 explain the importance of involving the learner and others in the assessment process	<p>The benefits of involving learners in the assessment process:</p> <ul style="list-style-type: none"> • transparency – learner understanding the standards/criteria they are being assessed against and how assessment decisions are made • efficiency – learner identifying and providing evidence themselves, others for example expert witnesses providing evidence

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
		<p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about why they involved the learner and others.</p> <hr/> <p>The following types of information:</p> <ul style="list-style-type: none"> • standards and criteria for the assessment • types of evidence required and methods to be used • practical arrangements • how feedback will be given • use of assessment outcomes and records <hr/> <p>The benefits of the learner and others contributing to formative assessment and therefore advising on when summative assessment might be appropriate. The benefits of the learner developing a sense of ownership over the learning and assessment process.</p> <hr/> <p>Examples of how assessment arrangements may need to be adapted to meet:</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs • working patterns <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they adapted assessment arrangements to meet particular learner needs.</p>
5. Understand how to make assessment decisions	5.1 explain how to judge whether evidence is: <ul style="list-style-type: none"> • valid • authentic 	<p>How to use e.g. in-house and/or awarding organisation guidelines to ensure evidence meets requirements.</p> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either</p>

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
	<ul style="list-style-type: none"> • current • sufficient <hr/> <p>5.2 explain how to ensure that assessment decisions are made against specified criteria</p> <ul style="list-style-type: none"> • valid • reliable • fair 	<p>of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they judged the quality of evidence.</p> <hr/> <p>How to:</p> <ul style="list-style-type: none"> • interpret assessment standards/criteria correctly • match and measure evidence against assessment standards/criteria • ensure that consistent judgments are being made in own practice and liaise with other assessors and verifiers to ensure reliability • consider any possibility that individual learners are being treated differently to others in the assessment process <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they made assessment decisions.</p>
<p>6. Understand own contribution to the quality assurance of assessment</p>	<p>6.1 evaluate the importance of quality assurance in the assessment process</p> <hr/> <p>6.2 summarise quality assurance and standardisation procedures in own area of practice</p>	<p>The importance of quality assurance in terms of:</p> <ul style="list-style-type: none"> • ensuring the reliability of assessment decisions • fairness to individual learners • upholding the credibility of assessment processes and decisions • ensuring consistency <hr/> <p>Typical quality assurance and standardisation processes relevant to own area of practice or interest.</p> <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about why the quality assurance and standardization</p>

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
	6.3 summarise the relevant procedures to follow when there are disputes concerning assessment in own area of practice	processes relevant to their own practice. Appeals procedures relevant to own area of practice or interest.
7. Understand how to manage information relating to assessment of occupational competence	7.1 explain the importance of following procedures for the management of information relating to assessment	The importance of the candidate assessor completing and storing assessment records in order to: <ul style="list-style-type: none"> • provide accurate information on learner achievement • contribute to quality assurance and standardisation processes • provide a basis for feedback to the learner and review learner progress • make available information in the event of appeals
	7.2 explain how feedback and questioning contributes to the assessment process	How feedback to the learner and others assists transparency of the assessment process and assists learner progression. Holistic assessment opportunities If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding evidence for the above could come from a discussion with the candidate assessor about why they provided feedback to the learner.
8. Understand the legal and good practice requirements in relation to assessment	8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	Legal requirements and the policies and procedures of own organisation and awarding organisation concerning: <ul style="list-style-type: none"> • health and safety, including learner emotional welfare • confidentiality • transparency • record keeping • equal opportunities and diversity • compliance with the relevant assessment strategy if assessing a qualification Holistic assessment opportunities If the candidate assessor is also attempting either of the following units: <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
		<p>understanding</p> <p>evidence for the above could come from a discussion with the candidate assessor about legal, organizational and awarding organization policies and procedures that govern their practice.</p>
	<p>8.2 explain the contribution that technology can make to the assessment process</p>	<p>How technology can be used to enhance the assessment process:</p> <ul style="list-style-type: none"> • video evidence of skills/performance • recording of oral evidence • paperless portfolio • computer-based/on-line testing <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they used technology to enhance the assessment process.</p>
	<p>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p>	<p>How legal and best practice requirements may have implications for the assessment process in regard to:</p> <ul style="list-style-type: none"> • gender • disability • race/culture/religion • language <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they took account of equality, diversity and bilingual requirements that affect the assessment process.</p>
	<p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>	<p>How the assessor must:</p> <ul style="list-style-type: none"> • continuously reflect on their assessment practice and ensure it meets legal, organisational and awarding body requirements • learn lessons from their assessment practice, interactions with learners, other assessors and

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Your work must show that you know and understand:
		<p>those involved in the quality assurance and standardisation processes and improve what they do</p> <ul style="list-style-type: none"> • maintain their occupational expertise by keeping up with changes in technology, working practices and standards in their sector • maintain their expertise in assessment by keeping up-to-date with new assessment standards, requirements and methods <hr/> <p>Holistic assessment opportunities</p> <p>If the candidate assessor is also attempting either of the following units:</p> <ul style="list-style-type: none"> • Assess occupational competence in the work environment • Assess vocational skills, knowledge and understanding <p>evidence for the above could come from a discussion with the candidate assessor about how they reflect on their assessment practice and maintain their occupational and assessment expertise.</p>

Unit 302

Assess occupational competence in the work environment

Level: **3**

Credit value: 6

General guidance:

This unit assesses a candidate assessor's competence in assessing the occupational competence of others. Primary evidence for the learning outcomes and assessment criteria must come from the candidate assessor assessing two real learners on two occasions in a real work environment against standards/criteria that are approved by the organisation. These standards/criteria may include national occupational standards, components of qualifications or in-house standards.

Each assessment must be a substantial but realistic and manageable piece of a learner's work.

The unit covers seven assessment methods in total. The candidate assessor must show that they have covered a minimum of three of these assessment methods in their real practice. The candidate assessor is allowed, if necessary, to provide other forms of evidence – for example through a statement or by discussion – to show how they would use the other assessment methods.

Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit:

301: Understanding the principles and practices of assessment

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
1. Be able to plan the assessment of occupational competence	1.1 plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning 	Products of work showing planning for two assessments of two learners (four assessments in total), covering as a minimum across the four assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor's planning does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	
	1.2 communicate the purpose, requirements and processes of assessing occupational competence to the	Observation, products of work or witness testimony	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
	learner		
	1.3 plan the assessment of occupational competence to address learner needs and current achievements	As in 1.1 above	
	1.4 Identify opportunities for holistic assessment	As in 1.1 above	
2. Be able to make assessment decisions about occupational competence	2.1 use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning 	Observations showing two assessments of two learners (four assessments in total). The candidate assessor must use, as a minimum, the following assessment methods during these assessments: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner If the candidate assessor does not include the following assessment methods: <ul style="list-style-type: none"> • discussing with the learner • use of others (witness testimony) • looking at candidate statements • recognising prior learning they must show through a statement or by discussion how they would plan to use these assessment methods.	
	2.2 make assessment decisions of occupational competence against	As above	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
	specified criteria		
	2.3 follow standardisation procedures	As above	
	2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression	Observation of feedback to learners on at least one occasion.	
3. Be able to provide required information following the assessment of occupational competence	3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress	Products of work in the form of assessment records completed by the candidate assessor.	
	3.2 make assessment information available to authorised colleagues	Products of work as above.	
	3.3 follow procedures to maintain the confidentiality of assessment information	Discussion or statement	
4. Be able to maintain legal and good practice requirements when assessing occupational competence	4.1 follow relevant policies, procedures and legislation for the assessment of occupational competence including those for health, safety and welfare	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements – in particular for health, safety and welfare – and all relevant organisational policies and procedures.	
	4.2 apply requirements for equality and diversity and, where appropriate, bilingualism when assessing occupational competence	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements for equality, diversity and, if appropriate (for example in Wales) for bilingualism, and all relevant organisational	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
		policies and procedures.	
	4.3 evaluate own work in carrying out assessments of occupational competence	Discussion or statement	
	4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence	Discussion or statement	

Unit 303

Assess vocational skills, knowledge and understanding

Level:	3
Credit value:	6
General guidance:	<p>This unit assesses a candidate assessor's competence in assessing a learner's vocational skills, knowledge and understanding in contexts other than a work environment, for example in a simulated environment, in a workshop or classroom. Primary evidence for the learning outcomes and assessment criteria must come from the candidate assessor assessing two real learners on two occasions against standards/criteria that are approved by the organisation. These standards/criteria may include components of qualifications or in-house training requirements.</p> <p>Each assessment must be a substantial but realistic and manageable piece of a learner's work.</p> <p>The unit covers seven assessment methods in total. The candidate assessor must show that they have covered a minimum of three of these assessment methods in their real practice. The candidate assessor is allowed, if necessary, to provide other forms of evidence – for example through a statement or by discussion – to show how they would use the other assessment methods.</p> <p>Evidence from this unit – in the form of statements and discussions – can be used as evidence for the following unit:</p> <p>301: Understanding the principles and practices of assessment</p>

Unit 303

Assess vocational skills, knowledge and understanding

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
1. Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning 	Products of work showing planning for two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments three of the methods under 1.1 opposite. If the candidate assessor's planning does not include the other methods listed in 1.1 opposite, they must show through a statement or by discussion how they would plan to use these assessment methods.	
	1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	Products of work showing preparation of resources for two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments) three of the methods under 1.1 above If the candidate assessor's planning does not include the other methods listed in 1.1 above, they must show through a statement or by discussion how they would plan to use these assessment methods.	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
	1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners	Observation, products of work or witness testimony	
2. Be able to carry out assessments of vocational skills, knowledge and understanding	2.1 manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	Observations showing the management of two assessments of two learners (four assessments in total), covering as a minimum (across the four assessments) three of the methods under 1.1 above. If the candidate assessor's planning does not include the other methods listed in 1.1 above, they must show through a statement or by discussion how they would plan to use these assessment methods.	
	2.2 provide support to learners within agreed limitations	Observation or statement/discussion with candidate assessor.	
	2.3 analyse evidence of learner achievement	Statement/discussion corroborated where necessary by a subject expert.	
	2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	Statement/discussion corroborated where necessary by a subject expert.	
	2.5 follow standardisation procedures	Statement/discussion corroborated where necessary.	
	2.6 provide feedback to the learner that affirms	Observation of feedback to learners on at least one occasion.	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
	achievement and any further implications for learning, assessment and progression		
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1 maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress	Products of work.	
	3.2 make assessment information available to authorised colleagues as required	Products of work.	
	3.3 follow procedures for the confidentiality of assessment information	Discussion or statement	
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements – in particular for health, safety and welfare – and all relevant organisational policies and procedures.	
	4.2 apply requirements for equality and diversity and, where appropriate, bilingualism	There must be evidence through the observations and associated products of work above that the candidate assessor has applied all relevant legal requirements for equality, diversity and, if appropriate (for example in Wales) for bilingualism, and all relevant organisational policies and procedures.	

Learning outcomes The candidate assessor will:	Assessment criteria The candidate assessor can:	Evidence The candidate assessor must provide the following:	Where evidence is located You can record here where your Assessment and Quality Assurance assessor can find your evidence:
	4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	Discussion or statement	
	4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	Discussion or statement	

Appendix 1 Assessment and Quality Assurance Generic Skillscan

Learner Name..... Qualification Name.....

Date of Completion..... Assessor Name.....

Requirement	Yes	No	Comments/Responses	Action to be taken	By whom	By when
Are you currently assessing or carrying out internal quality assurance?						
Have you been involved in assessment or quality assurance in the past? If yes – do you already have any qualifications or units or credits towards either assessment or internal quality assurance?						
Will you be assessing or carrying out internal quality assurance of a qualification? If yes – what is it called and what occupational sector is it in? If no – what criteria are you going to be assessing against e.g. in-house standards?						
Having looked at the content of the Assessment and Quality Assurance unit(s) you are going to do – are there any parts where you anticipate problems? If yes – what Learning Outcomes or Assessment Criteria do you think may be problematic?						

You now need to use the Skillscan related to the Level 3 Certificate in Assessing Competence in the Work Environment –see below

Learner signature.....Assessor signature.....

Appendix 2 Learner Skillscan

6317-33

Level 3 Certificate in Assessing Competence in the
Work Environment

Learner Name	Date
---------------------	-------------

Unit 301 Understanding the Principles and Practices of Assessment

For each of the statements below mark **Yes** or **No** with a tick or cross in the box.

Outcome 1 understand the principles and requirements of assessment

Do you already know:		Yes	No	Notes
1.1	The function of assessment in learning and development			
1.2	The key concepts and principles of assessment			
1.3	The responsibilities of an assessor			
1.4	The regulations and requirements relevant to assessment in my own area of practice			

Outcome 2 understand different types of assessment methods

Do you already know:		Yes	No	Notes
2.1	How to use different types of assessment to meet individual learner needs			
2.2	The strengths and limitations of a range of assessment methods in relation to the individual learner needs			

Outcome 3 understand how to plan assessment

Do you already know:		YES	NO	Notes
3.1	The key factors to consider when planning assessment			
3.2	The benefits of using an holistic approach to assessment			
3.3	How to apply holistic assessment when planning assessment			
3.4	The types of risks that may be involved in assessment in my own area of responsibility			
3.5	How to minimize risks through the planning process			

Outcome 4 understand how to involve learners and others in assessment

Do you already know:		Yes	No	Notes
4.1	The importance of involving the learner and others in the assessment process			
4.2	The types of information that should be made available to learners and others involved in the assessment process			
4.3	How peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning			
4.4	How assessment arrangements can be adapted to meet the needs of individual learners			

Outcome 5 understand how to make assessment decisions

Do you already know:		YES	NO	Notes
5.1	The meaning of the terms valid, authentic, current and sufficient when judging evidence			
5.2	How to ensure that assessment decisions are made against specified criteria and are reliable and fair			

Outcome 6 understand how your assessments contribute to the quality assurance of assessment

Do you already know:		Yes	No	Notes
6.1	The importance of quality assurance in the assessment process			
6.2	The quality assurance and standardisation procedures in your own area of practice			
6.3	The relevant procedures to deal with disputes related to assessment in your own area of practice			

Outcome 7 understand how to manage information relating to assessment of occupational competence

Do you already know:		YES	NO	Notes
7.1	The importance of following procedures for the management of information relating to assessment			
7.2	How feedback and questioning contribute to the assessment process			

Outcome 8 understand the legal and good practice requirements in relation to assessment

Do you already know:		YES	NO	Notes
8.1	The legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare			
8.2	The contribution that technology can make to the assessment process			
8.3	The requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment			
8.4	The value of reflective practice and continual professional development in the assessment process			

Feedback and discussion

--

Date	Assessor Signature
Date	Learner Signature

Unit 302 Assess occupational competence in the work environment

For each of the statements below indicate whether you carry out the activities listed - often (O), sometimes (S) or never (N). Jot down some possible evidence you could use.

Outcome 1 be able to plan the assessment of occupational competence

Are you already involved in:		O	S	N	Possible evidence/difficulties
1.1	Planning assessment based on the following methods, observation, examination of products, questioning, discussions, witness testimonies, looking a statements, recognising prior learning				
1.2	Communicating the purpose, requirements and processes of assessment to the learner				
1.3	Planning assessment as appropriate to learner needs and current achievement				
1.4	Identifying opportunities for holistic assessment				

Outcome 2 be able to make assessment decisions about occupational competence

Are you already involved in:		O	S	N	Possible evidence/difficulties
2.1	Using valid, fair and reliable assessment methods including, observation, examination of products, questioning, discussions, witness testimonies, looking a statements, recognising prior learning				
2.2	Making assessment decisions against specified criteria				
2.3	Following standardisation procedures				
2.4	Providing feedback to the learner that affirms achievement and identifies any further implications for assessment				

Outcome 3 be able to provide required information following the assessment of occupational competence

Are you already involved in:		O	S	N	Possible evidence/difficulties
3.1	Maintaining records of assessment process, its outcomes and learner progress				
3.2	Making assessment information available to authorised colleagues as required				
3.3	Following procedures for the confidentiality of assessment information				

Outcome 4 be able to maintain legal and good practice requirements when assessing occupational competence

Are you already involved in:		O	S	N	Possible evidence/difficulties
4.1	Following relevant policies, procedures and legislation including those for health, safety and welfare				
4.2	Applying requirements for equality and diversity and, where appropriate, bilingualism				
4.3	Evaluating my own work in carrying out assessments				
4.4	Maintaining the currency of my own expertise and competence as relevant to my role in assessing occupational competence.				

Feedback and discussion

Date	Assessor Signature
Date	Learner Signature

Unit 303 Assess vocational skills, knowledge and understanding

For each of the statements below indicate whether you carry out the activities listed - often (O), sometimes (S) or never (N). Jot down some possible evidence you could use.

Outcome 1 be able to prepare assessments of vocational skills, knowledge and understanding

Are you already involved in:		O	S	N	Possible evidence/difficulties
1.1	Selecting methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements including, simulation, skills tests, oral and written questioning, assignments, projects, case studies, recognising prior learning				
1.2	Preparing resources and conditions for the assessment of vocational skills, knowledge and understanding				
1.3	Communicating the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners				

Outcome 2 be able to carry out assessments of vocational skills, knowledge and understanding

Are you already involved in:		O	S	N	Possible evidence/difficulties
2.1	Managing assessments of vocational skills, knowledge and understanding to meet assessment requirements				
2.2	Providing support to learners within agreed limitations				
2.3	Analysing evidence of learner achievement				
2.4	Making assessment decisions relating to vocational skills, knowledge and understanding against specified criteria				
2.5	Following standardisation procedures				
2.6	Providing feedback to the learner that affirms achievement and any further implications for learning, assessment and progression				

Outcome 3 be able to provide required information following the assessment of vocational skills knowledge and understanding

Are you already involved in:		O	S	N	Possible evidence/difficulties
3.1	Maintaining records of vocational skills, knowledge and understanding, its outcomes and learner progress				
3.2	Making assessment information available to authorised colleagues as required				
3.3	Following procedures for the confidentiality of assessment information				

Outcome 4 be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Are you already involved in:		O	S	N	Possible evidence/difficulties
4.1	Following relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare				
4.2	Applying requirements for equality and diversity and, where appropriate, bilingualism				
4.3	Evaluating my own work in carrying out assessments of vocational skills, knowledge and understanding				
4.4	Taking part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding				

<p>Feedback and discussion</p>

Date	Assessor Signature
Date	Learner Signature

Appendix 3 Recording Forms

City & Guilds has developed the following recording forms for you and your assessor to use.

Form 1 Learner and centre contact details

Record these details on the form at the beginning of the logbook or on this form.

Form 2 Learner résumé

You can use this form to record your personal details if you have not yet produced a CV.

Form 3 Expert/witness status list

This is used to record the details of people who have provided you with witness testimony.

Form 4 Assessment plan

You and your assessor will use this form to agree which units you will work on, and what type of activities you will need to complete.

Form 5 Performance evidence record

Anyone who can confirm that you have carried out an activity can use this to record what they saw

Form 6 Questioning evidence record

Your assessor can record your answers to questions on this form

Form 7 Professional discussion evidence record

This can be used by your assessor to summarise what you have said during a professional discussion

Form 8A/8B Evidence location sheets

You can use these to record where your evidence is located. 8A is portrait, 8B is landscape.

Form 9 Declaration form

This is where you and your assessor confirm that the work included is yours and that it has been completed to the required standard. You will complete one of these for each unit

Form 10A/10B Summary of achievement

This form is used to show how many units of your qualification you have completed. When you have completed all of the units and are ready to ask for your certificate, you and your assessor will sign this. 10A is portrait, 10B is landscape.

Form 1 Learner and centre details



Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Learner details				
Name:			Signature:	
City & Guilds registration / unique learner number (ULN):				
Date enrolled with centre:				
Date registered with City & Guilds:				

Centre details				
Name:			Number:	
Contact number:				
Quality assurance co-ordinator name and contact (QAC) number:				

Internal Quality Assurer details				
Name:			Signature:	
Contact number:			Position:	

Assessor details				
(1) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/>	Peripatetic <input type="checkbox"/>	Independent <input type="checkbox"/>	
Assessing unit(s):				
(2) Name:			Signature:	
Contact number:			Position:	
Type (please tick):	Work-based <input type="checkbox"/>	Peripatetic <input type="checkbox"/>	Independent <input type="checkbox"/>	
Assessing unit(s):				

Form 3 Expert / witness status list



Qualification title: _____

Unit title: _____

Learner name: _____

Please ensure that all witnesses who have signed your evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to learner**	Unit or outcomes witnessed	Date

***Witness status categories**

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

****Professional relationship to learner**

Manager = M Supervisor = S Colleague = Coll Customer = Cus Other (please specify) _____

Assessor signature: _____ Date: _____

Learner name: _____

Assessor name: _____

Unit number(s) and title(s): _____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Learner and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Learner and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Form 5 Performance evidence record



Qualification/unit: _____

Learner name: _____

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

- observed by your assessor
- seen by expert witness
- seen by witness
- self / reflective account

Evidence ref(s):
Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Learner signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____

*delete as appropriate

IQA signature (if sampled): _____ Date: _____

Unit: _____

Learner name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

IQA signature (if sampled): _____ Date: _____

Form 7 Professional discussion evidence record



Learner name: _____

Assessor name: _____

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

Outline record of discussion content

Assessment decision and feedback to learner

The above is an accurate record of the discussion.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

IQA signature (if sampled): _____ Date: _____

Form 8A Evidence location sheet



Learner name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)											
			1	2	3	4	5	6	7	8	9	10		

* Location key: P = portfolio, O = office (add further categories as appropriate)

Form 8B Evidence location sheet



Learner name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

* Location key: P = portfolio, O = office (add further categories as appropriate)

Qualification title: _____
Unit number and title: _____

Learner declaration

I confirm that the evidence listed for this unit is my own work.

Learner name: _____
Signature: _____ Date: _____
City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____
Assessor signature: _____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the assessor qualification)

IQA declaration

I have internally quality assured the assessment work on this unit by carrying out the following (please tick):

- | | |
|--|--------------------|
| <input type="checkbox"/> sampling learner and assessment evidence | Date: _____ |
| <input type="checkbox"/> discussion with learner | Date: _____ |
| <input type="checkbox"/> observation of assessment practice | Date: _____ |
| <input type="checkbox"/> other – please state: _____ | Date: _____ |

I confirm that the learner's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

IQA name: _____
IQA signature: _____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the IQA qualification)

Form 10B Summary of unit and qualification achievement



Learner name: _____ Signature: _____
 City & Guilds registration number: _____ Date: _____
 Centre name: _____ Centre number: _____

Unit	Title	IQA sample		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence (see key)		Assessor*	Learner	IQA*	EV (if sampled)

Key for types of evidence (please extend if necessary):
O = Observation; Q = Questioning; P = Work products; C = Learner/Reflective account; S = Simulation; PD = Professional discussion;
A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

*If there is a second line assessor/IQA, both must sign.

The requirements have been met in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

IQA signature: _____ Date: _____

Appendix 4 Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website www.cityandguilds.com, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all learners, whatever their gender, race, creed, age or special needs. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader. If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and Qualifications* is available on the City & Guilds website www.cityandguilds.com, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor. These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds. Our complaints policy is on our website www.cityandguilds.com or is available from the City & Guilds Customer Relations Team or your centre.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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City & Guilds is a registered charity
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LB-02-6317