



Level 3 Award In

**UNDERSTANDING THE PRINCIPLES AND PRACTICES OF ASSESSMENT**

**Evidence Logbook**

Qualification recognition number: 501/1864/X

Qualification Reference: L3AUPPA

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## Assessment Principles

### 1. Assessment Principles

1.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

1.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

1.3 Competence based assessment must include direct observation as the main source of evidence.

1.4 Simulation may only be utilised as an assessment method for competence based learning outcomes if specified in the assessment requirements of the component.

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

1.6 Assessment of knowledge based learning outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

1.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

1.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### 2. Internal Quality Assurance

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

### 3. Definitions

3.1 Occupationally competent:

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

### 3.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in components designed to test knowledge and understanding. This occupational knowledge should be maintained annually through clearly demonstrable continued learning and professional development.

### 3.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what qualifies those making assessment decisions according to the competency components under assessment. In any case of significant uncertainty, the Sector Skills Council will be consulted.

### 3.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what qualifies an assessor undertaking internal quality assurance to make decisions about quality assurance.

### 3.5 Expert witness:

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

## Evidence Requirements for understanding the principles and practices of assessment

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time using diverse assessment methods.

### How Your Evidence is Checked

After your Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will review it. An External Quality Assurer from Future (Awards and Qualifications) will visit your assessment centre.

### Certificate Claims

Once you've built up your portfolio of evidence, your assessor will sign off your component declaration and present your portfolio to the Internal Quality Assurer. Once the portfolio has passed the internal quality assurance process, the centre can claim your certificate.

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## Component 1: Understanding the principles and practices of assessment

Component Reference Number: D/601/5313

Level: 3

Credit: 3

GL: 24

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1. Understand the principles and requirements of assessment</b>			
1.1 Explain the function of assessment in learning and development			
1.2 Define the key concepts and principles of assessment			
1.3 Explain the responsibilities of the assessor			
1.4 Identify the regulations and requirements relevant to the assessment in own area of practice			
<b>2. Understand different types of assessment method</b>			
2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners			
<b>3. Understand how to plan assessment</b>			
3.1 Summarise key factors to consider when planning assessment			
3.2 Evaluate the benefits of using a holistic approach to assessment			

3.3 Explain how to plan a holistic approach to assessment			
3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility			
3.5 Explain how to minimise risks through the planning process			
<b>4. Understand how to involve learners and others in assessment</b>			
4.1 Explain the importance of involving the learner and others in the assessment process			
4.2 Summarise types of information that should be made available to learners and others involved in the assessment process			
4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning			
4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners			
<b>5. Understand how to make assessment decisions</b>			
5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul>			
5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against</li> </ul>			

specified criteria <ul style="list-style-type: none"> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>			
<b>6. Understand quality assurance of the assessment process</b>			
6.1 Evaluate the importance of quality assurance in the assessment process			
6.2 Summarise quality assurance and standardisation procedures in own area of practice			
6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice			
<b>7. Understand how to manage information relating to assessment</b>			
7.1 Explain the importance of following procedures for the management of information relating to assessment			
7.2 Explain how feedback and questioning contribute to the assessment process			
<b>8. Understand the legal and good practice requirements in relation to assessment</b>			
8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare			
8.2 Explain the contribution that technology can make to the assessment process			
8.3 Evaluate requirements for equality and diversity			

and, where appropriate, bilingualism in relation to assessment			
8.4 Explain the value of reflective practice and continuing professional development in the assessment process			

**Learner declaration of authenticity:**  
I declare that the work presented for this component is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed component:**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Level 2 **QUAL NAME**  
 Summary of Achievement

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
D/601/5313	Understanding the principles and practices of assessment						

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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Future (Awards and Qualifications) Ltd  
EMP House, Telford Way, Coalville,  
Leicestershire, LE67 3HE

**Telephone:** 01530 836662

**Fax:** 01530 836668

**Email:** [info@futurequals.com](mailto:info@futurequals.com)

[www.futurequals.com](http://www.futurequals.com)

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