Standard 9   *Assess learner achievement*

What this standard is about

This standard is about assessing learning and development against agreed criteria. , It covers a range of different assessments including competence, knowledge and understanding and skills.

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Terminology

Within this standard the following explanations and examples apply.

Assessment method	*For example, observation, questioning, checking products of work, setting assignments*
Authentic	*The candidate's own work*
Equality	*A state of fair treatment that is the right of all 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 recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic*
Identify and collect evidence	*This is done through the assessment process, for example by assessor observations, checking products of work, asking questions, setting assignments etc.*
Reliable	*Consistently achieves the same results with 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*
Risk assessment	*This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover other types of risk, for example the risk of problems arising which interfere with the assessment process, or the risk of using inappropriate assessment methods.*
Sufficient	*Enough evidence as specified in Evidence Requirements or Assessment Strategy.*
Valid	*Relevant to the criteria against which the candidate is being assessed.*
Fair	*Ensuring that everyone has an equal chance of getting an accurate assessment.*
Safe	*This covers both physical and psychological safety. It also includes ensuring that assessment evidence is safe in the sense that is sufficiently robust to make a reliable judgement that the learner does meet the assessment standard.*

Assess learner achievement

Performance criteria

Learning and development practitioners:

9.1
Ensure learners understand the purpose, requirements and processes of assessment

9.2
Plan assessment to meet requirements and learner needs

9.3
Use valid, fair, reliable and safe assessment methods

9.4
Identify and collect evidence that is:
- valid
- authentic
- sufficient

9.5
Make assessment decisions against specified criteria

9.6
Provide feedback to the learner that affirms achievement and identifies any additional requirements

9.7
Maintain required records of the assessment process, its outcomes and learner progress

9.8
Work with others to ensure the

Knowledge and understanding

Learning and development practitioners know and understand:

KU1
The key concepts and principles of assessment

KU2
The range of information that should be made available to learners

KU3
The current criteria against which assessments are made and the current regulations and requirements relating to their assessment

KU4
Guidelines for assessment planning as appropriate to own area of responsibility

KU5
How to involve learners in the planning of assessments

KU6
How assessment arrangements can be adapted to meet the needs of individual learners

KU7
The uses, benefits and drawbacks of different assessment methods, including the use of simulation and those that involve the use of technology

KU8
The types of risks that may be involved in the assessment process and how to manage these

KU9
Issues related to equality, diversity and,

standardisation of assessment practice and outcomes

where relevant, bilingualism, that may affect the assessment process and how to address these

KU10
How to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair

KU11
How to determine when evidence is sufficient to make an assessment decision

KU12
How to judge the authenticity and currency of evidence and what to do when there is doubt

KU13
How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed

KU14
Factors to consider when providing feedback to learners

KU15
The relevant procedures when there are disputes concerning assessment

KU16
Standardisation processes and how to contribute to these

KU17
How to co-operate and work effectively with others involved in the assessment process

KU18
The value and purpose of continuing professional development for assessment practitioners