

Good Practice through Assessment Supporting the Assessment Strategy

Purpose of the Assessment Strategy	<ul style="list-style-type: none"> Produced by the SSC/B Specifies the requirements for Assessors, Internal Verifiers and environments for the delivery and assessments of the standards. To ensure consistency in assessment standards When using imported units from other qualifications, the Assessment Strategy of the SSC/SSB involved will need to be made available to Assessors and followed. This is an area you may wish to discuss with your External Verifier who will be able to support you through this area.
Support for centres – our aim efficient and effective assessment	<ul style="list-style-type: none"> Work together across all Business Support qualifications Streamlined approach Reduce the burden of assessment for centres and learners
Meeting the requirements of the assessment strategy	<ul style="list-style-type: none"> A Skills Scan of personnel is recommended Keep the Skills Scan on file – this can then be made available to the External Verifier or indeed any other inspectorate/quality assurance processes
Realistic Working Environment (RWE) what does it mean?	<ul style="list-style-type: none"> Evidence that is being assessed within an environment which allows the candidate to demonstrate their skills whilst completing tasks for a third party. The candidate need not be employed but should be given tasks which they would find if they were receiving remuneration for such tasks. Our experience has shown that many centres are very professional and set high standards when using RWE so that on completion of the qualification, the candidate has indeed proven skills and knowledge to gain employment. If in doubt speak with your External Verifier to confirm the environment you wish to use.
Initial Assessment	<ul style="list-style-type: none"> Completing initial assessment will make the process much more efficient for both learners and centres When completing the initial assessment, ensure that suitable units are chosen for your candidate and/or employer. The choice of units should be in line with the chosen career path of the candidate and their job description. It is pointless allowing candidates to choose units, based on their title, because they like the sound of it. If they are not producing natural evidence for that unit, time will be needed to give possible training, and an environment where they can gather the evidence.

	<ul style="list-style-type: none"> • It may well be an Assessor will have a number of different optional units to assess throughout the cohort of candidates they assess, but this should not distract them thinking it will take longer to see results. In fact if the correct units have been chosen, the time taken for the candidate to demonstrate competence and be assessed is greatly reduced.
Evidence requirements	<ul style="list-style-type: none"> • Where evidence requirements state examples of evidence could be used, the candidate may well produce evidence within the list of examples, or suitable evidence which may not be on the list. • Lists of examples are not exhaustive and the candidate should not be forced to evidence all on the list. • If the evidence requirements state the candidate 'must do' the following – then this should be adhered too and all areas completed.
Assessment planning	<ul style="list-style-type: none"> • The assessment plan is an important part of the process. If completed well, it allows the candidate to focus and prepare for the next visit from their Assessor. Rather than complete an assessment plan which merely states, "I will look at units 203, 208 and 304 on my next visit" be specific about what it is from those units you will be looking for. • Rather than writing the assessment plan in paragraph form, try completing it bullet point style. Feedback if using digital recording can be by ticks next to each bullet point as and when competence has been shown, as well as the actual recording of the event. • If at assessment planning stage the candidate is prepared to answer questions at the end of the observation, then underpinning knowledge can be confirmed and recorded allowing the candidate to tell you what they know rather than asking them to write 'war and peace'. • Also at assessment planning stage if you confirm with the candidate's Supervisor/Manager you may want to speak with them, then a witness testimony can also be recorded. This has proven to be very effective, as the witness will happily discuss with you areas of confirmation you require, whereas if you ask for a written statement, it can take for ever to get it, be a paragraph which is not quite what you needed, or might not have even been written by the witness. • If the use of a Professional Discussion is chosen as one of the methods of assessment, again if the plan is written in bullet style, the likelihood of the PD becoming a questions and answer process is less likely to occur.
Assessment and Recording Evidence	<ul style="list-style-type: none"> • Evidence can be referenced within a paper-based portfolio, an electronic portfolio or a centre-devised electronic recording of evidence.

	<ul style="list-style-type: none"> • Centres may use the recording forms that are provided by City & Guilds or may use their own forms. You may wish to discuss your recording forms with the EV but you do not need the EV's approval of your documentation. • We strongly encourage and support the use of electronic forms of evidence to reduce the burden of assessment • Using product evidence of course, will be part of the portfolio build, photographs annotated, video, witness testimony, assessor observations are all part of the many different ways a candidate can claim competence. • If using observations, questions for underpinning knowledge, witness testimony, candidate reflective accounts, all of these can be completed using a digital recorder, including the candidate with MP3 players, mobile phones etc. These they can then download and attach to an e-mail to their assessor for assessment.
An integrated e-portfolio solution	<ul style="list-style-type: none"> • We are pleased to be able to offer a combined offer of registration and access to an e-portfolio provided by Skillsure • This offer is available to all Business Administration, Customer Service and ITQ competence based qualifications priced at a very competitive rate of £11.10 per learner.