ASSESSMENT GUIDE

Entry 2/3 Skills for Working Life Assessment Guide (4807-02-03)

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City & Guilds

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1 Assessment

There is an emphasis on observing the learner at work and scoring the finished product when the task has been completed. The practical nature of the tasks tend to suit this type of assessment, backed up with oral and portfolio evidence of 'why', in order to establish the level of underpinning knowledge and understanding.

The best use of assessment opportunities must be made and the emphasis should be on planning the assessment in advance. If the learner is doing work other than that planned, this may be assessed provided the learner is competent at the task and is happy to be assessed.

The Unit Recording Document details what the learner needs to do, know and understand in order to meet the requirements of the unit. These are divided into (as appropriate):

Practical activities

These are assessed through observation of tasks or activities. Evidence of ability to achieve the assessment should be derived from actual performance in a realistic environment (this may be a work environment).

The realistic environment should meet the following:

- Facilities, tools and equipment provided are fit for purpose.
- It is safe and free from hazards.
- It is adequate to enable the learner to undertake the activities specified.
- The activity reflects safe working methods and practices.

It is expected, wherever possible, for 'recognition activities' in assessments that actual items are used eg plants, hand tools, animals. Where this cannot be achieved or provided, pictures may be used. It is important that learners are able to recognise and understand the relationship between pictures and actual items.

Knowledge evidence

This can be assessed using a variety of different methods which are suitable for the individual learner and do not cause any unnecessary barriers to achievement. For example, if the learner has literacy difficulties, oral questioning may be used and the answers recorded on behalf of the learner. If the learner's literacy skills allow, assessors may use a centre devised work sheet, such as a gapped hand-out. A combination of methods could be used. The evidence generated needs to be kept in the learner's portfolio of evidence (see section on Portfolio of Evidence).

Assessing units

The Unit Recording Documents are designed to make clear to assessors the level of skill and understanding required for each unit. Multiple assessment opportunities are indicated against each skill giving the learner opportunity to record gradual improvement and re-visit areas of weakness. There is no limit to the number of attempts that a learner may take to achieve the qualification. Once the required level of competence has been demonstrated by the learner there is no need to carry out additional assessments on that specific element of skill.

Independent assessment

The following principles have been applied to the qualifications:

- All of the assessment tasks in the qualification are set by the awarding organisation, assessed and verified internally, and moderated externally.
- Tasks are mostly practical with learners at both levels being required to provide underpinning knowledge.
- Assessments to be sampled will be chosen by the External Quality Assurer (EQA) (previously the external verifier) to ensure that:
  - a broad coverage of the vocational areas offered by the centre is covered
  - assessors at the centre over a twelve month period are verified (refer to Quality Assurance Guidelines).

Assessments should be carried out under controlled conditions. This means that (for example):

- where oral or written questioning is involved, learners being assessed must be beyond the hearing or sight range of other learners who have been given, or are expecting to receive the same assessment
- assessments must take place where there is minimal distraction from other learners, unconnected activity, or other extraneous sights or sounds which may distract
- every effort must be made to minimise pressure on learners whose special needs render them particularly vulnerable to reduced quality of performance in an 'examination' atmosphere
- except where inappropriate performance poses a risk to personal safety or excessive damage to products or premises, there must be no tutor (or assessor) input to the learner's performance. Where disability demands some assistance from a third party, this should be a matter for advice from the External Verifier and with due attention to the NPTC 'The application of reasonable adjustments and special consideration in vocational qualifications'
- the assessors' formal records should be kept updated and stored in a secure place. They should be made available for subsequent computing of results, internal verification and external verification
- assessment records must be signed and dated immediately after the event by the learner and the assessor who carried out the assessment.

Scoring system - descriptors

The Unit Recording Documents detail the assessment criteria against which the learner is assessed. For **practical evidence** tasks:

1. the learner can complete part of the task with significant physical and verbal assistance
2. the learner completes the task with some physical assistance
3. the learner completes the task with some verbal assistance
4. the learner can complete the task unaided*.

*In some instances, assistance is allowed and this is made explicit in the Assessment Record Sheet and guidance. For example, assistance may be given when re-assembling horse tack once it has been cleaned. The assessor needs to record a score (not just a tick) to indicate whether an activity has been successfully completed.

For the **knowledge evidence**, the long box next to the evidence requirements needs to be ticked by the Assessor when the learner has achieved that particular knowledge requirement.

Certification requires the learner to achieve a score of 4 in each practical activity and a tick against each knowledge requirement in order to be certificated where the unit is practical and knowledge based. Where a unit is knowledge only, then there must be a tick against each of the knowledge requirements.

Where boxes or sections are 'greyed out' do not write in these spaces. All other white boxes are required to be filled in.

Recording

Confirmation of the achievement of the assessment outcomes for both practical (a 4) and knowledge evidence (a tick) must be recorded on the learner's Unit Recording Document. The learner's Unit Recording Document must be completed by approved assessors and must be available for inspection by the External Verifier allocated to the centre. When the assessment outcome for the **whole unit** is of the required standard, the assessor will sign and date the learner Unit Recording Document accordingly. The learner's signature will also be completed at this point.

Portfolio of evidence

To ensure that a learner has achieved a satisfactory level of attainment of knowledge evidence, answers should be recorded in their assessment portfolio of evidence.

The portfolio should contain:

- learner information
- a photograph of the learner (this is not an absolute requirement, but if there is one available it can be used as long as appropriate permission has been gained)
- a list of units achieved including a signed statement by the internal verifier to authenticate the portfolio and to ensure that it relates to the appropriate learner
- assessment plan(s)
- learner's Unit Recording Documents
- knowledge evidence.

It will be a requirement that this portfolio is retained for scrutiny by the External Verifier to support the completed learner records of assessment prior to certification.

Note: Supplementary evidence for **practical activities** is good practice, but is not a mandatory requirement. The signing of the assessment activities by the assessor is sufficient evidence, and the Unit Recording Document should be added to the portfolio of evidence. Supplementary evidence generated by the completion of the practical activities can be collated together into a project file and could be useful as evidence for the achievement of other qualifications or simply to enhance the overall experience of the learner.

The evidence gathered for the portfolio can take a number of forms but should be focussed on the learner's activities in meeting the **knowledge evidence** requirements.

Acceptable forms of evidence could be:

- written answers completed by the learner or scribe (approved and marked by assessor)
- audio tape – learner's recorded answers
- sketches and labelled drawings
- computer generated print outs of written answers/and or pictures
- completion of 'gapped' sentences/hand-outs
- photographs
- DVD or video.

Written evidence should be marked, signed and dated by the assessor. The learner should also sign and date the evidence.

Role of the assessor

The assessor is centre-based or centre-appointed, and should be suitably trained and inducted into the scheme and is advised to have attended an Entry Assessor Briefing Day (contact: **training@nptc.org.uk**) and/or hold A1 or A2/D32 or 33 assessor award.

The assessor will be in regular contact with the learner as Tutor, Supervisor or Support Worker and be able to:

- perform the tasks themselves safely and competently to a level above that being assessed
- interpret performance requirements fairly in accordance with the published material in each unit
- provide feedback to the learner
- have regular contact with colleague assessors, internal verifiers and co-ordinators working within the qualification
- have their performance monitored by persons authorised to do so both internally and externally
- ensure that there is fair and open access to assessment at all times and that learners are not discriminated against.

Certification

In summary, full certification requires the learner to achieve a satisfactory level of credits, as described in the qualification structure section. The relevant certification module (901 to 948) needs to be submitted with the results in order for the correct certificate to be generated.

Certification can include units from different levels.

Notification of performance

Unit credits can be provided by NPTC for learners who are unable to achieve a full qualification certificate at Entry 2 or Entry 3 if requested.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

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

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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