

# Role Specification – Assessor



Assessors use their subject matter and technical expertise to make informed judgments on the range of evidence produced by learners to demonstrate their knowledge, skills and understanding.

## Responsibilities

Assessors will:

- carry out assessments in accordance with YMCA Awards assessment specifications, correctly completing all assessment documentation
- ensure evidence provided by learners meets YMCA Awards requirements
- provide objective feedback to the learner about their performance and achievement
- devise and agree an assessment action plans with learners
- complete all assessment documentation, sharing with the internal quality assurer (IQA) for quality assurance
- providing feedback to the IQA
- upholding the standards of the unit and/or qualification
- declare any potential/actual conflicts of interest to YMCA Awards with an action plan to mitigate the conflict.

## Stages of assessment

Assessments should follow a logical sequence, applying VARCS principles (valid, authentic, reliable, current and sufficient). This may follow the example provided below.

### 1. Planning, preparation and briefing

Relevant assessment paperwork	Purpose
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Assessment plan	to summarise the assessment – signed by the learner, assessor (IQA and EQA if present)
Observation checklist	to identify the assessment criteria. To ask the learner how they will demonstrate competence
Reasonable adjustment form	to record any assessment adjustments

#### 1.1. Planning – providing advice to the learner

To include:

- 1.1.1. what will be assessed (qualification, unit, assessment element, assessment criteria)
- 1.1.2. when and where assessment and feedback will take place (date, time and place)
- 1.1.3. the methods of assessment e.g. observation, written questions, oral questions etc
- 1.1.4. the evidence the learner should present e.g. session overview, class plan/programme card, practical performance, session evaluation, worksheets/task sheets, case studies etc
- 1.1.5. any access arrangements or reasonable adjustment requirements e.g. for injury, pregnancy or disability.

### 1.3. Preparation – ensuring the learner understand the assessment requirements

To include:

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|---|--|
| 1.3.1. One to one briefing – PARQ, information gathering, health and safety checks, level of experience | 1.3.2. Appropriate clothing and use of equipment |
|   | 1.3.3. Setting up of equipment                   |

### 1.4. Briefing – aim to relax and reassure the learner

A one-to-one briefing with the assessor and learner should take place as close to the assessment as possible, preferably immediately before. This should include:

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|--|--|
| 1.4.1. confirmation of when and where the assessment will take place, and who their assessor will be   | 1.4.5. confirmation of the documentation, equipment and participants required for the assessment |
| 1.4.2. confirmation of any access arrangements or reasonable adjustments   | 1.4.6. an explanation of the appeals procedure   |
| 1.4.3. confirmation of any quality assurance arrangements including whether an IQA or EQA will be present and their respective roles in the assessment   | 1.4.7. clarification of any uncertainties  |
| 1.4.4. checks to ensure the learner fully understand the assessment process including what will be assessed and what will happen at each stage of the assessment (e.g. asking the learner to provide examples of how they will demonstrate competence against the assessment criteria) |  |

Learners should be given the opportunity to ask questions and negotiate the assessment plan.

## 2. Observation and questioning

Relevant assessment paperwork	Purpose
Observation checklist	to judge the candidates performance against the assessment criteria
Assessor feedback sheet	to record assessor feedback mapped to the performance criteria
Questioning records	to record all assessors questions and learner responses

### 2.1. Observation – the assessor observes the learner and assesses any evidence

To include:

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|--|--|
| 2.1.1. dedicated 1:1 observation of summative practical assessment | 2.1.3. completion of observation checklists      |
| 2.1.2. separate assessment of written and performance evidence     | 2.1.4. completion of assessor feedback paperwork |

## 2.2. Questioning – to clarify or support collected evidence

Questioning can be used to:

2.2.1. check authenticity

2.2.2. clarify ambiguity

2.2.3. increase sufficiency of evidence

2.2.4. facilitate feedback and action planning

Questioning cannot be used to infer practical competence.

## 3. Feedback and action planning

### Relevant assessment paperwork Purpose

Observation checklist	To show how the assessment judgment was made. To highlight performance criteria that have been passed and referred
Assessor feedback sheet	To give the learner feedback related to specific performance criteria
Learner summary of achievement	to record the outcome of the assessment and what the learner will do next – signed by the learner, assessor (IQA and EQA if present)

### 3.1. Feedback – communicating assessment outcomes

To include:

3.1.1. the assessment result in clear, unambiguous language using sensitivity where the learner has referred e.g. “you have not achieved all of the criteria to pass today”

3.1.2. clear written feedback which reflects the assessment decisions and reasons, mapped to assessment criteria

3.1.3. checks to ensure the learner will understand the written feedback once they have left the assessment environment

### 3.2. Action planning – communicating assessment outcomes

To include:

3.2.1. further learning or practice required before reassessment

3.2.2. opportunities for further development

## 4. Paperwork and quality assurance

### Relevant assessment paperwork Purpose

copy of learner assessment record/learner portfolios	external quality assurance and auditing
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To include:

4.1. checks that all assessment paperwork has been completed and signed by the learner and assessor

4.2. checks that all assessment paperwork has been signed by the IQA and/or EQA if present

4.3. copying of paperwork so that originals can be returned to the learner

## Qualification requirements

Assessors can only assess in their area of technical competence and experience. This means assessors need a discipline specific qualification at or above the level being delivered, as well as one of the following assessor qualifications (or an equivalent):

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence

Holders of A1 and D32/33 qualifications should work to the reviewed National Occupational Standards for Learning and Development which can be found on the [NOS Database](#).

We will consider approving individuals working towards an assessor qualification where:

- there is evidence of a support plan for the trainee assessor
- the assessor qualification will be achieved within 12 months of approval
- assessment decisions are countersigned by a qualified assessor to ensure the learner has achieved the required standard

The assessor may also be the tutor. However, the assessor cannot be the internal quality assurer (IQA).