

Overview

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.

Performance criteria

You must be able to:

1. ensure learners understand the purpose, requirements and processes of assessment
2. plan assessment to meet requirements and learner needs
3. use assessment methods that are valid, authentic, robust, reliable, current and sufficient.
4. identify and collect evidence that is valid, authentic, reliable, robust, current and sufficient.
5. make assessment decisions against specified criteria in accordance with the relevant assessment guidance
6. provide feedback to the learner that affirms achievement and identifies any additional requirements
7. maintain required records of the assessment process, its outcomes and learner progress
8. work with others to ensure the standardisation of assessment practice and outcomes
9. reflect on own practice and identify professional development needs

Knowledge and understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the current quality requirements for assessment processes and systems in your area of responsibility
3. the key concepts and principles of quality assurance
4. the key concepts and principles of assessment
5. the role of the assessor and the relevant requirements of the role
6. the roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles
7. the agreed procedures for planning, preparing for and carrying out assessments
8. appropriate criteria for judging the quality of the assessment process
9. how to ensure the health and safety of the learner is maintained during assessment
10. the range of information that should be made available to learners
11. the current criteria against which assessments are made and the current regulations and requirements relating to their assessment
12. guidelines for assessment planning as appropriate to own area of responsibility
13. how to involve learners in the planning of assessments
14. how assessment arrangements can be adapted to meet the needs of individual learners
15. how to make the assessment environment appropriate to the learner's needs and the criteria being assessed.
16. the uses, benefits and drawbacks of different assessment methods
17. the types of risks that may be involved in the assessment process and how to manage these
18. issues related to equality and diversity and that may affect the assessment process and how to address these
19. how to make sure that assessment decisions are made against specified criteria and are valid, reliable, fair and robust
20. how to determine when evidence is sufficient to make an

assessment decision

21. how to judge the validity, authenticity, reliability robustness and currency of evidence and what to do when there is doubt
22. 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
23. factors to consider when providing feedback to learners
24. the relevant procedures when there are disputes concerning assessment
25. standardisation processes and how to contribute to these
26. how to co-operate and work effectively with others involved in the assessment process
27. the value and purpose of continuing professional development for assessment practitioners

Glossary

Assessment method

A means of generating evidence of a candidate's knowledge and/or skills. Ways of measuring learning and development, for example, observation, questioning, checking products of work, setting assignments.

Authentic

The candidate's own work,

Candidate

The individual entered for a qualification. Often used interchangeably with 'learner' and can be used in reference to a learner who is at the point of assessment.

Current

Current evidence should allow decisions to be made confidently about the currency of skills and knowledge claimed, and that the candidate is competent at the point of assessment.

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.

Evidence

This could be for example learner progress, learner attainment, learner satisfaction, staff engagement as appropriate to the quality indicators.

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.

Environment

This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour.

Fair

Ensuring that everyone has an equal chance of getting an accurate assessment.

Health and safety

This includes physical health and safety as well as emotional well-being.

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.

Outcomes

These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition.

Practice

This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work

Quality requirements

These could be for example, organisational, legal/statutory, funding or awarding organisation requirements.

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.

Robust

Robust evidence is able to withstand criticism and its use can be easily justified.

Role

This is used to describe the job that you are contracted to carry out and the work that you must do.

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.

Sufficient

Enough evidence as specified in Evidence Requirements or Assessment Strategy.

Technology

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

Valid

Relevant to the criteria against which the candidate is being assessed.

Assess learner achievement

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