

# Guide to Assessment Information for Centres



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### 1. Introduction

This guide has been created to support centres when assessing Agored Cymru units and qualifications. It is designed for those who are new to assessment and those who want to further develop their knowledge and understanding of effective assessment.

Agored Cymru does not wish to impose a particular assessment process on centres. However, it is hoped that this guide will help centres to assess accurately and consistently, and effectively record all stages of their assessment process. Assessment templates are available for centres within this guidance; these can be used or adapted to record the internal assessment process. The templates are also available as individual documents on the Assessment section of the Agored Cymru website. This guide complies with the requirements of Agored Cymru's regulators - Qualifications Wales (Standard Conditions of Recognition); Ofqual (General Standards of Recognition) and Quality Assurance Agency [QAA] (Access Validating Agency [AVA] licensing criteria).

### 2. Definition of assessment

Assessment of learning is a process for judging/evaluating an individual's level of learning. It involves generating and collecting evidence of a learner's attainment of knowledge and competence and making judgements of this evidence against defined standards.

### 3. Assessors

Assessors must have:

- good knowledge and understanding of Agored Cymru units and qualifications in the chosen sector(s); and
- good knowledge and understanding of Agored Cymru assessment requirements.

Assessors must be familiar with the level of the unit(s)/qualification(s) being delivered and must have subject specific knowledge and/or experience of the course being assessed. Assessors do not currently need to have a formal assessment qualification to assess Agored Cymru units and/or qualifications, unless stated in the qualification guide or unit specification. However, Agored Cymru strongly recommends that assessors work towards formal accreditation (e.g. Agored Cymru Level 3 Certificate in Assessing Vocational Achievement). In addition, Agored Cymru strongly recommends that all assessors attend Agored Cymru's Introduction to Assessment training. Dates of when training events are held can be found [here](#).



### 4. Principles of assessment

To be credible, all assessments must produce outcomes that are:

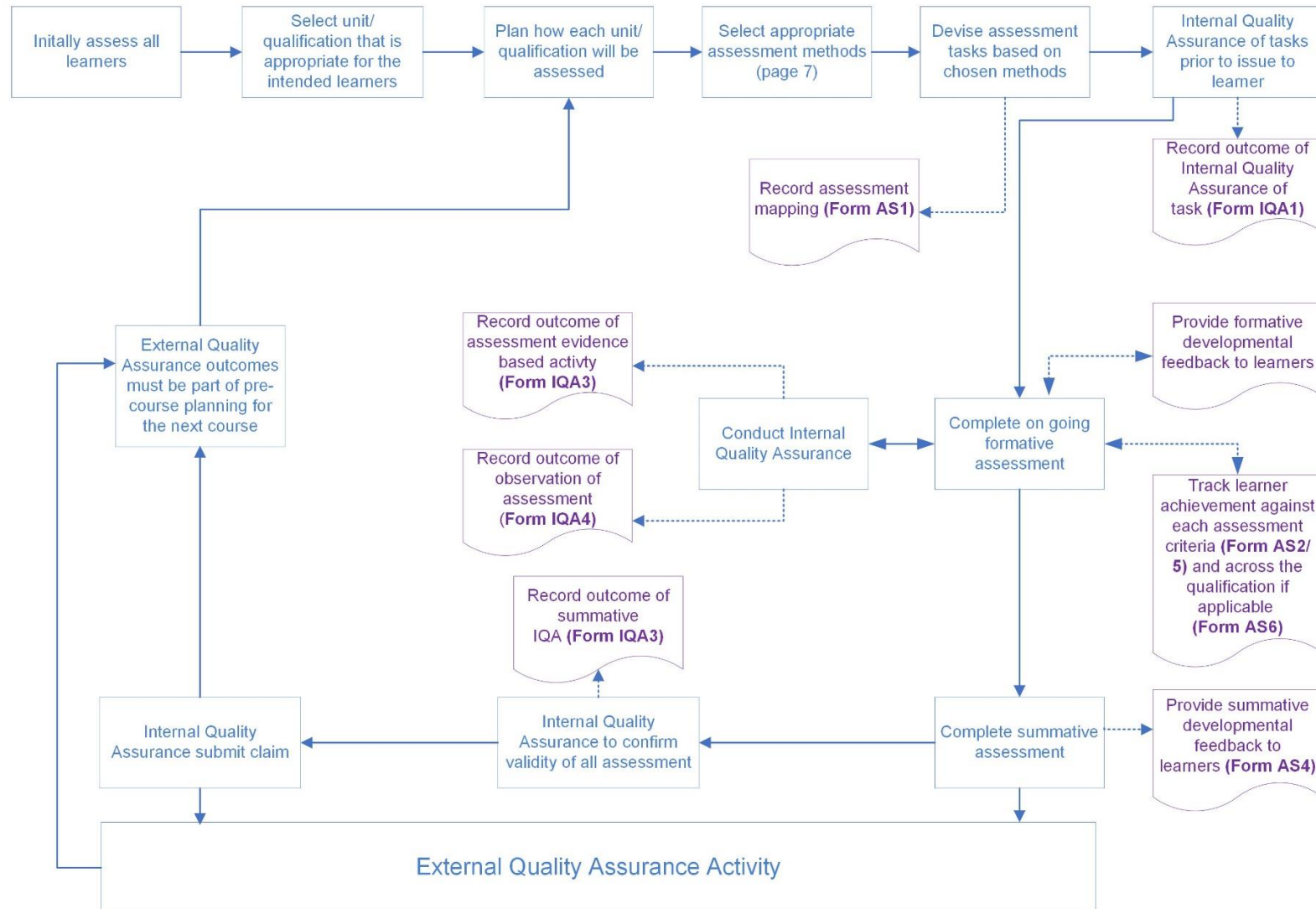
- a) **valid**: the assessment evidence meets **all** assessment criteria and **all** learning outcomes;
- b) **authentic**: the work is the learner's own work; the assessor should check to ensure this is the case, including checks for the inappropriate use of artificial intelligence (AI) by learners. (See [Agored Cymru Artificial Intelligence Guidance for Centres](#) document for further information.)
- c) **reliable**: provide consistent, meaningful outcomes over time which are secure;
- d) **current**: up-to-date evidence is used and is still relevant at the time of assessment;
- e) **sufficient**: enough work is available to justify the credit value and to enable a consistent and reliable judgement about the learner's achievement;
- f) **comparable**: assessment evidence is comparable in standard between assessments within a unit/qualification and between learners of the same level;
- g) **manageable**: the assessment(s) places reasonable demands on learners;
- h) **fair and minimise bias**: assessments are fair to all learners irrespective of their characteristics (e.g. age, gender);
- i) **engaging**: motivate learners to do their best and make good use of technology to avoid unnecessary hurdles.

All assessment must meet **all** these principles regardless of the method of assessment.



## 5. Assessment process flowchart

This flowchart outlines the steps within the assessment process. Please note that the process for Access to Higher Education can be found in the QAA grading scheme.





### 6. The assessment process

#### Step 1: Initial assessment

Before any formal assessment takes place it is important to initially assess the intended learners to determine that the chosen unit(s)/qualification(s) is appropriate for the learners. At this stage, learners' prior learning, previous academic achievements and their initial assessment results must be used to determine if the selected unit(s)/qualification(s) is appropriate for the intended learners. Assessors must consider if any reasonable adjustment to assessment (see page 16) will be required due to a disability or learning need of a learner or small group of learners. Assessors must also consider if recognition of prior learning (RPL) can be applied for any learners. Initial assessment records must be stored securely and may be requested as part of an external quality assurance activity.

#### Recognition of prior learning (RPL)

Assessors must consider if RPL can be applied for any learners. RPL is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit/part of a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Further guidance can be found in Agored Cymru's [Recognition of Prior Learning policy](#).

#### Step 2: Planning assessment

Assessors must plan how each unit/qualification will be assessed. At centres delivering a large volume of units and/or qualifications it is likely that a variety of assessment methods will be used. Therefore, an assessment plan must be created outlining how each unit will be assessed. Assessment plans must be agreed by the internal quality assurer. Key areas to consider when creating an assessment plan are:

- a) appropriate assessment methods (see page 7);
- b) available resources;
- c) staff expertise;
- d) facilities;
- e) scheme of learning;
- f) how and when assessment fits into the scheme of learning;
- g) planning assignment deadlines across the programme to ensure that learners are not overwhelmed at key points during the course.

An assessment plan must consider the above factors when deciding on the most appropriate method(s) to ensure that learners are assessed accurately, consistently and fairly.

At this stage, internal quality assurers must review the selected Agored Cymru unit(s)/qualification(s) to check their suitability in terms of currency, content, level and credit value for the particular group of learners. This must be completed before the unit(s)/qualification(s) is used. For further guidance relating to internal quality assurance, refer to Agored Cymru's [Guide to Internal Quality Assurance](#).



### Step 3: Selecting assessment methods

There are a variety of assessment methods available that are outlined in the table below (page 8). Some units and/or qualifications will prescribe the assessment method(s) that must be used. Where assessment methods are not prescribed, centres should use a variety of assessment methods to assess learners as this will allow learners to demonstrate their knowledge and/or competence without relying on a single assessment method.

The most important factor is that the assessment method(s) is appropriate for the intended outcome.

Assessors must consider the way that assessment criteria are worded to identify what is being assessed. Assessors can then identify the most appropriate assessment method to demonstrate learners' achievement against each assessment criterion e.g. if an assessment criterion uses practical verbs such as 'demonstrate' or 'participate' then a practical assessment task is typically required. In contrast, if an assessment criterion uses verbs such as 'list' or 'state' then a written or verbal task would typically be most appropriate.

Agored Cymru recommends that centres refer to form AS1 provided on page 23 of this guide to record that all assessment criteria are met by the intended assessment methods.

### Innovative Assessment Design

Agored Cymru encourage the use of innovative assessment design. Innovative assessment design involves selecting assessment methods that may be considered non-traditional and facilitate the transfer of knowledge and skills between learning and assessment. Examples of innovative design could include, but not limited to;

- podcasts
- academic posters
- virtual reality-based assessment
- vlogs/blogs
- e-presentations
- structured discussion /debate
- peer assessment / questioning / teaching
- creation of a resource.

### Fair access by design

Qualifications Wales define fair access by design as assessment that gives 'all learners the fairest possible opportunities to show what they know, understand and can do'. Fair access by design should reduce the need to apply reasonable adjustments to assessment. The choice of assessment method should not be a barrier to attainment. For example, if the chosen assessment method was an essay and a learner could not write an essay, but could demonstrate their knowledge during a professional discussion, the method of assessment could prevent the learner from achieving. Whenever possible, assessment methods should be as accessible as possible to all learners.



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Assignments	An assignment is a written exercise with clear guidelines, structure and specified length.	<ul style="list-style-type: none"><li>• Completed assignment</li></ul>	<ul style="list-style-type: none"><li>• Easy to develop</li><li>• Provides learners with the opportunity to demonstrate initiative</li></ul>	<ul style="list-style-type: none"><li>• Can be time consuming to assess</li><li>• Can be open to subjectivity from the assessor</li></ul>
Case studies	Consists of a description of an event, usually in the form of a piece of text, a picture or an electronic recording that concerns a realistic situation. Learners are required to analyse the situation, drawing conclusions and making decisions on a suitable course of action. There is no correct answer. Rather, the learners' process of interpretation, decision making and the conclusion that the learner arrives at is assessed.	<ul style="list-style-type: none"><li>• Learner analysis in written format or an audio or video recording</li></ul>	<ul style="list-style-type: none"><li>• May be completed by individuals or groups of learners</li><li>• Allows individual initiative to be expressed</li></ul>	<ul style="list-style-type: none"><li>• Can be difficult to devise good case studies</li><li>• Reliability may be difficult due to the range of approaches that learners might adopt in undertaking their case studies</li></ul>
Cloze questions	Learners are presented with a passage of text from which a number of words have been removed. Learners are required to decide on the appropriate word to use in the text. A list of words may be given to support the learner.	<ul style="list-style-type: none"><li>• Written completed cloze task activity</li></ul>	<ul style="list-style-type: none"><li>• Can be used effectively for learners with literacy needs</li><li>• Can be assessed online (e-learning)</li></ul>	<ul style="list-style-type: none"><li>• Can be dependent on learners' reading skills</li><li>• Are limited for higher level learners</li></ul>
Essay questions	Learners are required to complete an extended piece of non-fiction writing that conveys factual information. There may be limits on the length and/or time allocated to learners.	<ul style="list-style-type: none"><li>• Completed essay</li></ul>	<ul style="list-style-type: none"><li>• Relatively easy to construct</li><li>• Allows considerable scope for self expression</li></ul>	<ul style="list-style-type: none"><li>• Reliability may be difficult due to the range of approaches that learners might adopt in their responses</li><li>• Is time consuming for learners and to assess</li></ul>





Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Expressive activities	Learners produce artwork or design work using appropriate levels of skill in their chosen media.	<ul style="list-style-type: none"><li>• Annotated photographic evidence</li><li>• Video evidence</li><li>• Supported with tutor observation statement/peer observations statement</li></ul>	<ul style="list-style-type: none"><li>• Promotes artistic self-expression</li><li>• Encourages independent thought and initiative</li></ul>	<ul style="list-style-type: none"><li>• Reliability may be difficult due to the range of approaches that learners might adopt in undertaking this assessment</li></ul>
Extended questions	Learners are presented with a question with very few restrictions on the content and form of the response. There may be limits on the length and/or time allocated to learners.	<ul style="list-style-type: none"><li>• If in written form, the completed learner responses</li><li>• If in verbal form, an audio/video recording</li></ul>	<ul style="list-style-type: none"><li>• Relatively easy to construct</li><li>• Allows considerable scope for self expression</li></ul>	<ul style="list-style-type: none"><li>• Reliability may be difficult due to the range of approaches that learners might adopt in their responses</li><li>• Is time consuming for learners and to assess</li><li>• Can be open to subjectivity from the assessor</li></ul>
Personal interviews	Learners are interviewed verbally by the assessor. The interview may be two-way where learners can interview the assessor.	<ul style="list-style-type: none"><li>• Video recording</li><li>• Audio recording</li><li>• Supporting individualised tutor observation statement</li></ul>	<ul style="list-style-type: none"><li>• Can be designed to suit the subject area and the desired assessment evidence</li></ul>	<ul style="list-style-type: none"><li>• Can be time consuming with large groups of learners</li><li>• Reliability may be difficult to achieve because of the range of responses given by learners</li></ul>



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Logbook	Learners keep a logbook to record the number of times that specified activities and tasks were undertaken in a range of settings.	<ul style="list-style-type: none"><li>• Learner logbook</li></ul>	<ul style="list-style-type: none"><li>• Provides a useful means of assessing cognitive and behavioural skills</li><li>• Develops good record keeping discipline</li></ul>	<ul style="list-style-type: none"><li>• Can be time consuming for learners to complete and assessors to compile</li><li>• Can be difficult to prove the authenticity of the work</li></ul>
Multiple choice questions	Learners are given a series of questions with four possible answers from which the learner has to select the correct one.	<ul style="list-style-type: none"><li>• Completed multiple-choice questions</li></ul>	<ul style="list-style-type: none"><li>• Allows considerable coverage of content</li><li>• Can be assessed objectively</li><li>• Can be assessed online (e-learning)</li><li>• Makes less demand on learners' writing skills than free response answers</li></ul>	<ul style="list-style-type: none"><li>• Often perceived as being mainly used to test the recall of factual information</li><li>• Do not allow learners to express themselves</li></ul>
Oral questions	Learners answer questions verbally.	<ul style="list-style-type: none"><li>• Video recording</li><li>• Audio recording</li><li>• Individualised tutor observation statement</li></ul>	<ul style="list-style-type: none"><li>• Can be combined with an observation</li><li>• Can be used when there are some gaps in the learner's portfolio of evidence</li><li>• Can be offered to learners with additional support needs</li></ul>	<ul style="list-style-type: none"><li>• Can be difficult to manage with large numbers of learners</li><li>• Reliability may be difficult to achieve because of the range of responses given by learners</li></ul>



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Practical activities	Consists of any activity that allows learners to demonstrate their technical and/or behavioural skills directly.	<ul style="list-style-type: none"> <li>• Video recording</li> <li>• Annotated photographic evidence</li> <li>• Individualised tutor observation statement</li> <li>• Learner reflection of activity (written or audio/video recorded)</li> <li>• Blog/Vlog</li> </ul>	<ul style="list-style-type: none"> <li>• Very relevant to vocational courses</li> <li>• Assesses 'real life' skills</li> </ul>	<ul style="list-style-type: none"> <li>• Can be time-consuming with large numbers of learners</li> <li>• Can be difficult to ensure reliability</li> </ul>
Professional discussions	A professional discussion between a learner and an assessor focuses on evidence already provided or demonstrated by the learner.	<ul style="list-style-type: none"> <li>• Video recording</li> <li>• Audio recording</li> <li>• Tutor produced written record of professional discussion</li> <li>• Learner reflection of professional discussion</li> </ul>	<ul style="list-style-type: none"> <li>• The assessor is able to target particular areas for discussion</li> <li>• Helps to make use of naturally occurring evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming to set up, prepare for and manage for large numbers of learners</li> <li>• Reliability may be difficult due to the range of approaches that learners might adopt in the discussion</li> </ul>
Projects	Projects are practical and more open-ended than assignments. They usually involve a significant part of the work being completed without close supervision.	<ul style="list-style-type: none"> <li>• Completed project</li> <li>• Video evidence</li> <li>• Annotated photographic evidence</li> <li>• Tutor observation statement</li> <li>• Learner reflection of project</li> </ul>	<ul style="list-style-type: none"> <li>• Provides learners with the opportunity to demonstrate personal initiative</li> <li>• Can be used to assess both knowledge and competence</li> </ul>	<ul style="list-style-type: none"> <li>• Can be time consuming to complete and assess</li> <li>• Difficult to assess individual work if a group project is undertaken</li> <li>• May be difficult to prove authenticity of the project</li> </ul>



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Questionnaires	Learners are given a series of written interview questions relating to a particular area of performance. They are particularly suited to the assessment outcomes concerned with attitudes, feelings, interests and experiences.	<ul style="list-style-type: none"><li>• Completed questionnaire if in written format</li><li>• Video or audio recording if in verbal format</li></ul>	<ul style="list-style-type: none"><li>• Less time consuming to administer than personal interviews</li></ul>	<ul style="list-style-type: none"><li>• Responses may not be a true reflection of learners' attitudes</li><li>• Difficult to construct questionnaires that will elicit the desired information</li></ul>
Examination papers	A collection of assessment methods that a learner undertakes under controlled conditions.	<ul style="list-style-type: none"><li>• Completed examination papers</li></ul>	<ul style="list-style-type: none"><li>• Taken under strict conditions, which minimises the risk of malpractice</li><li>• Assessed by external personnel and subject to rigorous checks so reliability should be high</li></ul>	<ul style="list-style-type: none"><li>• Can lead to 'teaching to the test', to the detriment of learners</li><li>• Can create artificial barriers for some learners</li></ul>
Role-play	Learners are presented with a situation to which they then have to respond, by assuming a particular role. Can be unrehearsed or the individual may be briefed in the particular role to be played.	<ul style="list-style-type: none"><li>• Video of role play activity taking place</li><li>• Tutor observation statement</li><li>• Learner reflection of role play activity</li></ul>	<ul style="list-style-type: none"><li>• Similar to a realistic environment</li><li>• Performance can be recorded and reviewed</li></ul>	<ul style="list-style-type: none"><li>• Difficult to manage with large groups of learners</li><li>• Reliability may be difficult to achieve due to the range of approaches that learners might adopt in the role play</li></ul>



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
Short answer questions	Learners are presented with a question with a pre-determined answer that consists of a few words.	<ul style="list-style-type: none"> <li>Completed short answer question responses</li> </ul>	<ul style="list-style-type: none"> <li>Can allow considerable coverage of content</li> <li>Do not provide as much opportunity for guessing compared with cloze questions or multiple-choice questions</li> <li>Can be assessed online (e-learning)</li> </ul>	<ul style="list-style-type: none"> <li>Are used primarily for lower-level units and qualifications</li> <li>Can be restricted to a small area of content</li> </ul>
Simulations	A simulation is a structured practical exercise used to simulate real-life conditions. Simulations are used where assessment is restricted due to factors such as health and safety.	<ul style="list-style-type: none"> <li>Video of simulation activity taking place</li> <li>Annotated photographic evidence</li> <li>Tutor observation statement</li> <li>Learner reflection of simulation</li> </ul>	<ul style="list-style-type: none"> <li>Allows individual initiative to be exercised</li> <li>Assessment is carried out in a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>Can be difficult and expensive to simulate real situations</li> <li>Can be difficult to handle with larger groups</li> </ul>
Structured questions	Learners are presented with a series of inter-related questions. The questions may require completion, short answers, or restricted responses.	<ul style="list-style-type: none"> <li>If in written form, the completed learner responses</li> <li>If in verbal form, an audio/video recording with supporting tutor observation statement if required</li> </ul>	<ul style="list-style-type: none"> <li>Less reliant on learners' writing ability than extended questions</li> <li>More reliable than extended questions as learners are led through the questions and are less likely to stray from the subject or miss the point</li> </ul>	<ul style="list-style-type: none"> <li>Failure in one question may lead learners to be unsuccessful in subsequent questions</li> </ul>



Assessment method	Description	Examples of evidence for Internal Quality Assurance and External Quality Assurance	Advantages	Limitations
True/False questions	The learner is presented with a statement that is followed by two alternatives (e.g. true/false, yes/no), of which one is correct.	<ul style="list-style-type: none"><li>• If in written form, the completed learner responses</li><li>• If in verbal form, an audio/video recording with supporting tutor observation statement if required</li></ul>	<ul style="list-style-type: none"><li>• Easy to design and assess</li><li>• Can be assessed online (e-learning)</li><li>• Can be used as a self-assessment and diagnostic tool</li></ul>	<ul style="list-style-type: none"><li>• 50% chance of guessing the correct answer</li></ul>
Blogs/Vlogs	<p>The learner shares their thoughts, experiences and expertise through engaging visual storytelling.</p> <p>Vlogs can also embed videos or video links</p>	<ul style="list-style-type: none"><li>• Hyperlink to Blog/Vlog</li></ul>	<ul style="list-style-type: none"><li>• More creative than standard written response to tasks</li><li>• Develops digital literacy skills</li><li>• Ease of sharing content</li><li>• Useful at all levels of learning</li><li>• Less stressful for learners than video as they are in control</li></ul>	<ul style="list-style-type: none"><li>• More time to create the Vlog</li><li>• Needs to be well planned</li></ul>
Podcasts	The learner shares their stories, thoughts, experiences and expertise through a digital audio program. The learner can act as a host or guest of the podcast.	<ul style="list-style-type: none"><li>• Hyperlink to podcast</li></ul>	<ul style="list-style-type: none"><li>• Learner may be more comfortable in the informal setting of a podcast</li><li>• Learners are familiar with the format outside of the learning environment</li><li>• Assessment evidence is generated by the actual podcast</li><li>• Engaging for learners and develops a transferable skill</li></ul>	<ul style="list-style-type: none"><li>• Access to suitable recording facilities/equipment</li></ul>

**Note:**

This list is not exhaustive. The assessment method chosen must be suitable for the learner and the criteria being assessed.



### 6. The assessment process

#### Step 4: Devising assessment tasks

Once a centre has decided on the appropriate assessment methods to allow learners to achieve all assessment criteria and all learning outcomes of a unit(s)/qualification(s) then assessment tasks can be devised. Assessment tasks must be fit for purpose and:

- a) be able to be delivered using the available resources;
- b) allow learners to meet **all** assessment criteria;
- c) allow learners to meet **all** learning outcomes;
- d) allow learners to meet the level specified by the unit/qualification criteria;
- e) allow accurate and consistent grading to be applied (AHE only);
- f) allow learners to generate evidence that can be authenticated;
- g) be written using language appropriate to the level.

It is not necessary to design an assessment task to assess each assessment criterion separately. Rather, a holistic approach to assessment can be used. This can:

- a) take less time;
- b) avoid over assessment;
- c) allow learners to demonstrate a wider understanding of the topic;
- d) make the assessment process more meaningful for learners;
- e) facilitate internal and external quality assurance.

All assessment tasks must be mapped accurately to all assessment criteria. This is vitally important when an assessment task is used to meet more than one assessment criterion (holistic approach within the unit or across units). Each assessment task must be mapped to the assessment criteria that it is intended to meet. This will allow centres to monitor that all assessment criteria from every unit being delivered will be assessed.

A cross referencing form should be included with the assessment evidence outlining the assessment evidence used to meet each assessment criterion. Agored Cymru recommends that centres refer to form AS2 (page 25).

If assessment evidence is inaccurately and/or inconsistently mapped to assessment criteria, then assessment evidence may be referred at the external quality assurance stage and further external quality assurance may be required.

Assessment tasks must be internally quality assured prior to use to ensure that they are fit for purpose. For further guidance relating to internal quality assurance refer to Agored Cymru's [Guide to Internal Quality Assurance](#).



### 6. The assessment process

#### Step 5: Formative Assessment

Once learners begin the course, they can be assessed against the pre-defined assessment criteria and learning outcomes. Formative assessment takes place throughout the course and takes place prior to summative assessment. The main function of formative assessment is to provide feedback to enable learners to revisit their work to make improvements. This feedback should be prompt so it has meaning and context for the learner, and time must be given following feedback for the learner to revisit their work to make improvements.

#### Assessment tracking and recording

It is essential to track and record learner achievement as learners achieve each assessment criterion. This is vital to enable the implementation of effective internal and external quality assurance. Assessors must confirm and record that each assessment criterion has been achieved.

Agored Cymru recommends that centres refer to form AS5 (page 31) as a method to support the tracking of learners' achievement against all assessment criteria.

#### Using reasonable adjustments and special considerations within assessment

It may be necessary to make changes to an assessment to accommodate the needs of a single or small group of learners. This may be in response to a disability or difficulty that places the learner / group at a substantial disadvantage in the assessment process. Reasonable adjustments to the assessment process must not affect the reliability and validity of the assessment outcomes and must be as rigorous as assessment methods used with other learners.

In some instances, it may be necessary to consider applying special considerations. This may be applied if a learner's performance in an assessment is affected by circumstances beyond the control of the learner e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment; or if part of an assessment has been missed due to circumstances beyond the control of the learner.

Assessors must remember that a reasonable adjustment and/or special consideration must not give the learner an unfair advantage. The learner's result must reflect their achievement in the assessment and not necessarily their potential ability.

Further guidance about the types of and process for applying reasonable adjustment and special consideration can be found in Agored Cymru's [Reasonable Adjustments to Assessment Policy](#) and [Special Considerations for Assessment Policy](#).





### Step 6: Summative assessment

Summative assessment is a final assessment decision and is the definitive assessment and recording of learners' achievements. Assessors must assess learners' assessment evidence against **all** assessment criteria and **all** learning outcomes and make a judgement whether learners' assessment evidence demonstrates achievement against all assessment criteria and all learning outcomes. Assessors must make an assessment decision whether the learners' assessment evidence conforms to all principles of assessment (outlined on page 4).

Internal quality assurance must confirm the validity of assessment decisions before credits can be claimed. For further guidance refer to Agored Cymru's [Guide to Internal Quality Assurance](#).

When learners are working towards a qualification, it is essential to track and record learner achievement as learners achieve each unit of a qualification. This is vital for effective monitoring of assessment and supports internal and external quality assurance activity. Agored Cymru recommends that centres refer to form AS6 (page 33) to track learners' achievement across a qualification.

### Assessor Feedback

Assessor feedback provides learners with information on what they have achieved to date and how they can improve. Feedback must be ongoing and is vital for both formative and summative assessment and must be given to all learners. Feedback must be clear, constructive and developmental in nature. It should provide clear guidance and actions for improvement. Feedback must be specific to the assessment task and be linked to the intended assessment criteria.

Feedback can be given verbally or written. However, there must be records that feedback has been given to all learners. Agored Cymru recommends that centres refer to form AS4 (page 29) to record assessor feedback to learners.

### Grading

Some Agored Cymru qualifications e.g. Access to Higher Education (AHE) diplomas and Level 3 Learning in the Outdoors qualification are graded. Decisions on grading must be applied accurately and consistently by all assessors.

For further guidance relating to grading of AHE units/qualifications, refer to Agored Cymru's AHE Grading Guidelines. Consistent grading is an essential requirement for AHE assessors and is a key focus of external quality assurance.



### Step 7: Course evaluation

All courses must be evaluated. This is vital in order to gather learners' views of their learning experience and information that will support the development and improvement of future courses.

Evaluation processes must be appropriate for the level of the learners. Completed evaluation outcomes must be stored securely and must be available for external quality assurance if requested.

### Step 8: Award of credit

Once learner achievement has been agreed following effective assessment and internal quality assurance processes, then claims can be submitted for the assessed learners.



### 7. Assessment of practical activities

Providing assessment evidence of learner achievement against assessment criteria requiring the demonstration of practical skills and/or competence is an important part of the assessment process to demonstrate valid assessment decisions have been made. However, it is not enough to state that the practical task has taken place, and that the learner has achieved the intended assessment criteria. There must be comprehensive assessment evidence of practical achievement that conforms to all principles of assessment (as outlined on page 4).

There are a variety of methods to evidence practical achievement including:

- a) video evidence;
- b) photographic evidence;
- c) individualised observation record;
- d) individualised tutor statement;
- e) individualised witness testimony.

#### Witness testimony

Witness testimonies are used to provide written records of learners' performance against assessment criteria. Witness testimonies must be completed by a reliable witness. This may be an assessor of a different unit/qualification, a work placement supervisor, line manager, learning support assistant, or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the unit/qualification but who is able to make a professional judgement about the performance of the learner in the given situation.

However, centres should note that witness testimonies must not form the main or majority assessment of a unit. Rather, witness testimonies must be supported by other assessment evidence e.g. audio/visual records of the activity, planning records, notes, self-evaluation by the learner that can substantiate that the activity took place as described.

Assessors must remember that the witness testimony does not confer an assessment decision. The assessor must consider all the information in the witness testimony and the validity, sufficiency and authenticity of the testimony made by the witness when making an overall assessment decision.

Witness testimonies must include the witness' name and signature, the date, and details of the witness' relationship to the learner in addition to details about the observed task and the role of the witness within the observation setting. Agored Cymru recommends that centres refer to form AS7 (page 35) as a method to record witness statements.



### Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance against the target assessment criteria.

Observation records must:

- a) provide primary evidence of performance against specific assessment criteria;
- b) be completed by assessors who must have direct knowledge of the unit/qualification;
- c) provide specific feedback of performance against assessment criteria for the individual learner;
- d) be sufficiently detailed to enable others to make a judgement as to the validity of performance;
- e) be accompanied by supporting/additional evidence. This may take the form of visual aids, photographs, handouts, preparation notes, diary records, peer evaluations etc. Centres need to ensure that supporting evidence does not compromise confidentiality or impact on any natural habitat;
- f) be signed and dated by both the assessor and the learner.

Agored Cymru recommends that centres refer to form **AS8** (page 36) to record the outcomes of assessor observations.

### Photographic evidence

Photographic evidence is a widely used method of demonstrating achievement against assessment criteria. Photographic evidence must:

- a) show the individual learner;
- b) show the learner demonstrating achievement against the intended assessment criteria;
- c) be clearly mapped to the assessment criteria it is intended to meet;
- d) include an annotation by the learner and/or assessor detailing what is taking place in the photographic evidence and how it relates to the intended assessment criteria;
- e) be accompanied by supporting/additional evidence. This may take the form of planning details, handouts, preparation notes, witness statements, diary records, peer evaluations etc.

When providing photographic evidence of assessment, the centre should ensure that they comply with their centre policies.



### Video evidence

Video evidence is a commonly used method of demonstrating achievement against assessment criteria. Video evidence must:

- a) show the individual learner;
- b) show the learner demonstrating achievement against the intended assessment criteria;
- c) be accompanied by supporting/additional evidence. This may take the form of planning details, handouts, preparation notes, diary records, peer evaluations etc.

Where a group of learners are visible in the video evidence, the individual learner must be clearly identifiable. This may be through an accompanying photograph in order that the learner can be clearly identified.

Video evidence must be stored securely and must be accessible for internal and external quality assurance.

When providing video evidence of assessment, the centre should ensure that they comply with their centre policies.

## 8. Assessment conditions

There are certain conditions that must be created at the time of assessment for the assessment to be valid and reliable. There are a variety of assessment conditions but they must all be applied consistently and effectively to all learners. Some qualification guides and unit specifications will prescribe the required assessment conditions. During assessments, assessors must ensure that:

- a) learners are aware that they are being assessed or that assessment is ongoing;
- b) learners are aware of what they are expected to do for the assessment;
- c) learners are aware of the level of support that is available to them;
- d) learners are aware of how much they can confer amongst themselves;
- e) learners are aware of whether they can consult text books, dictionaries or the internet;
- f) practical observations are as unobtrusive as possible.



### 9. Retention of learner evidence and assessment records

Centres must keep all learner evidence and assessment records safe and secure to ensure that they are available for external quality assurance and other external events where requested by Agored Cymru. Up to date, securely stored assessment records also help to minimise the risk of assessment malpractice, or potential issues if an assessor leaves during a course. Centres must:

- a) store all assessment records securely and safely;
- b) maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately;
- c) have all current learner evidence available for external quality assurance;
- d) keep one representative sample of learners' work (full unit(s)/qualification(s)) for a period of three years to facilitate the monitoring of standards over time;
- e) centres must keep one sample of graded learners' work (i.e. pass, merit and distinction) per subject for a period of three years (for all graded units).

Further guidance about the retention of learner evidence can be found in Agored Cymru's [Retention of Assessment and IQA Materials Policy and Procedure](#).

### 10. Assessment templates

The following section provides assessment exemplars and forms that centres can use to document assessment. Centres can adopt and/or adapt any parts of the exemplars and forms. Forms may be modified to include centres' logos or altered to meet centres' own specific purposes. However, if they are revised in any major way, centres must ensure that all aspects of the assessment process remain in place to satisfy Agored Cymru requirements.



## AS1: Assessment mapping sheet

Course Title: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Unit title: \_\_\_\_\_ Unit code: \_\_\_\_\_ Level: \_\_\_\_\_ Credit value: \_\_\_\_\_

Assessment method	Assessment criteria																				Evidence of achievement
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3		



## AS1: Assessment mapping sheet exemplar

Course Title: Work Related Education Start Date: 04/09/2023 End Date: 06/03/2024 Assessor Name: Heledd Porffor

Unit title: Team Working Unit code: AF41CY002 Level: 1 Credit value: 2

Assessment method	Assessment criteria																			Evidence of achievement	
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3		
Short answer question	X																				Worksheet 1
Groupwork					X	X															Flipchart from groupwork showing individual contribution
Groupwork							X														Team work plan
Structured Learner Logbook								X	X			X	X	X	X						Photograph of learner log book
Observation of Practical Activity										X	X										Annotated photographs Supporting tutor observation statement
Professional discussion													X	X	X						Video evidence





## AS2: Cross referencing form

Course Title: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Unit title: \_\_\_\_\_ Unit code: \_\_\_\_\_ Level: \_\_\_\_\_ Credit value: \_\_\_\_\_

Assessment criteria	Method	Evidence	Page	Assessed date

Assessor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Learner's signature \_\_\_\_\_

Date: \_\_\_\_\_

Internal quality assurer's signature: \_\_\_\_\_

Date: \_\_\_\_\_



## AS2: Cross referencing form exemplar

Course Title: Work Related Education Start Date: 04/09/2023 End Date 06/03/2024 Assessor Name: Heledd Porffor

Unit title: Team Working Unit code: AF41CY002 Level: 1 Credit value: 2

Assessment criteria	Method	Evidence	Page	Assessed date
1.1 Describe own contribution to effective teamwork.	Short answer question	Worksheet 1	1	11/10/23
2.1 Identify the ground rules for working in the team.	Groupwork	Photograph of annotated flipchart from groupwork showing individual contribution	2	14/10/23
2.2 Agree team objectives	Groupwork	Photograph of annotated flipchart from groupwork showing individual contribution	2	14/10/23
2.3 Confirm team tasks including deadlines.	Groupwork	Completed group work plan Supporting tutor observation statement to highlight individual contribution to planning	3	14/10/23
2.4 Confirm own personal responsibilities for: <ul style="list-style-type: none"> <li>• completing tasks</li> <li>• health and safety</li> <li>• following the ground rules</li> </ul>	Logbook	Photograph of log book	4-5	06/03/24
2.5 Confirm own personal responsibilities for : <ul style="list-style-type: none"> <li>• who they will be working with, where and when</li> <li>• who to ask for help when it is needed.</li> </ul>	Logbook	Photograph of log book	6	06/03/24
3.1 Get what they need to carry out tasks and meet own responsibilities in the team.	Practical activity	Annotated photographs Supporting tutor observation statement	7	16/02/24



3.2 Complete tasks in line with team ground rules and health and safety requirements.	Practical activity	Annotated photographs Supporting tutor observation statement	8-11	16/02/24
3.3 Identify progress of own work and that of the team.	Logbook	Photograph of log book	12	06/03/24
4.1 Identify what went well and less well in the work of the team including ground rules, working relationships and whether the team achieved its objectives.	Logbook Professional discussion	Photograph of log book Link to video recording of professional discussion	13 15	06/03/24
4.2 State how they personally helped the team to achieve its objectives	Logbook Professional discussion	Photograph of log book Link to video recording of professional discussion	14 15	06/03/24
4.3 Agree ways of improving how they work as a member of a team in the future, including how they get on with other members of a team .	Logbook Professional discussion	Photograph of log book Link to video recording of professional discussion	14 15	06/03/24

Assessor's signature: Heledd Porffor

Date: 06/03/2024

Learner's signature Twm Gwyn

Date: 06/03/2024

Internal quality assurer's signature: Sion Davies

Date: 15/03/2024



## AS3: Portfolio front sheet

Centre: \_\_\_\_\_ Learner name: \_\_\_\_\_

Unique learner number: \_\_\_\_\_ Course title: \_\_\_\_\_

Unit title(s): \_\_\_\_\_ Unit code(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Qualification title: \_\_\_\_\_ Qualification code: \_\_\_\_\_

Assessor: \_\_\_\_\_ Start date: \_\_\_\_\_ Date submitted: \_\_\_\_\_

### Plagiarism statement

I declare that all assessment evidence submitted is true, correct and accurate to the best of my knowledge and belief. I further certify that the evidence is my original work and was produced solely by me. I confirm I have not used artificial intelligence to provide evidence for assessment. The evidence contains no plagiarism.

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_



### AS4: Assessment feedback form (whole unit)

Learner: \_\_\_\_\_ Assessor: \_\_\_\_\_  
Unit title: \_\_\_\_\_ Qualification title/code: \_\_\_\_\_  
Unit code: \_\_\_\_\_ Credit value: \_\_\_\_\_ Level: \_\_\_\_\_  
Date assessment started: \_\_\_\_\_ Date of final assessment decision: \_\_\_\_\_

Assessor's feedback	Learner's comments
Has the learner achieved this unit? Yes / No (delete as appropriate)	

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner's signature \_\_\_\_\_ Date: \_\_\_\_\_  
Internal quality assurer's signature: \_\_\_\_\_ Date: \_\_\_\_\_



### AS4: Assessment feedback form (whole unit) exemplar

Learner: Twm Gwyn Assessor: Heledd Porffor  
 Unit title: Team Working Qualification title/code: Work Related Education C00/1199/8  
 Unit code: AF41CY002 Credit value: 2 Level: 1  
 Date assessment started: 04/09/23 Date of final assessment decision: 06/03/24

Assessor's feedback	Learner's comments
<p>Well done Twm you have submitted a good standard of evidence which is sufficient to achieve all assessment criteria and all learning outcomes for this unit. The presentation of your work is good and you have shown that you understand the basic principles of effective teamwork and how to communicate effectively. You gave a clear presentation about the rules of rugby union and gave good examples of rule changes over the past five years. For improvement, you should aim to include more detail in yourself-analysis as there was limited information about your personal strengths and weaknesses. Overall, the standard of your communication skills and presentation skills have improved over the duration of the course and you should be very pleased with the standard of your work</p>	<p>I enjoyed this course and enjoyed planning the presentation as I enjoy rugby. I found the presentation hard as I have never given a presentation before but it was ok. I would like to do another course in the future to continue to improve my communication skills.</p>
<p>Has the learner achieved this unit? Yes</p>	

Assessor's signature: H. Porffor Date: 06/03/24  
 Learner's signature Twm Gwyn Date: 06/03/24  
 Internal quality assurer's signature: S Davies Date: 15/03/24



### AS5: Tutor tracking sheet- Across a unit

Course Title: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Unit title: \_\_\_\_\_ Unit code: \_\_\_\_\_ Level: \_\_\_\_\_ Credit value: \_\_\_\_\_

Learner name	Assessment criteria (dates of completion)																				
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	



## AS5: Tutor tracking sheet- Across a unit exemplar

Course Title: Work Related Education Start Date: 04/09/23 End Date 06/03/24 Assessor Name: Heledd Porffor

Unit title: Teamworking Unit code: AF41CY002 Level: 1 Credit value: 2

Learner name	Assessment criteria (dates of completion)																			
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3
T Gwyn	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
H Oren	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
P Glas	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
O Melyn	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
S Llwyd	<u>24/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
A Coch	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
C Pinc	<u>11/10</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				
R Gwyrdd	<u>24/11</u>				<u>14/10</u>	<u>14/10</u>	<u>14/10</u>	<u>6/3</u>	<u>6/3</u>	<u>16/2</u>	<u>16/2</u>	<u>6/3</u>		<u>6/3</u>	<u>6/3</u>	<u>6/3</u>				





### AS6: Tutor tracking sheet - Across a qualification

Course Title: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_ Assessor Name: \_\_\_\_\_

Qualification title: \_\_\_\_\_ Qualification code: \_\_\_\_\_ Level: \_\_\_\_\_ Award/Certificate/Diploma: \_\_\_\_\_

Learner name	Units									



### AS6: Tutor tracking sheet - Across a qualification exemplar

Course Title: Work Related Education Start Date: 04/09/23 End Date: 06/03/24 Assessor Name: Heledd Porffor

Qualification title: Work Related Education Qualification code: C00/1199/8 Level: 2 Award/Certificate/Diploma: Certificate

Learner name	Units									
	HC12CY014	HB72CY012	HC12CY015	AF41CY002	HC41CY010					
T Gwyn	07/12/23	26/01/24	01/03/24	06/03/24	21/12/24					
H Oren	07/12/23	26/01/24	01/03/24	06/03/24	21/12/24					
P Glas	07/12/23	26/01/24	01/03/24	06/03/24	21/12/24					
O Melyn	14/12/23	26/01/24	23/02/24	06/03/24	21/12/24					
S Llwyd	07/12/23	N/A	23/02/24	06/03/24	N/A					
A Coch	07/12/23	26/01/24	23/02/24	06/03/24	21/12/24					
C Pinc	14/12/23	26/01/24	01/03/24	06/03/24	21/12/24					
R Gwyrdd	07/12/23	26/01/24	23/02/24	06/03/24	21/12/24					



### AS7: Witness testimony

Learner: \_\_\_\_\_ Assessor: \_\_\_\_\_

Unit title: \_\_\_\_\_ Unit code: \_\_\_\_\_

Qualification title: \_\_\_\_\_ Qualification code: \_\_\_\_\_

Witness name: \_\_\_\_\_ Job role: \_\_\_\_\_

Relationship to learner (e.g. line manager): \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

Assessment criteria that the witness statement is intended to evidence against (to be completed by the assessor)

Description of the activity undertaken by the learner (please be as specific as possible)

How the activity meets the requirements of the assessment criteria

Witness's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## AS8: Tutor statement/Observation record

Learner: \_\_\_\_\_ Assessor: \_\_\_\_\_

Unit title: \_\_\_\_\_ Unit code: \_\_\_\_\_

Qualification title: \_\_\_\_\_ Qualification code: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Assessment criteria that the tutor statement/observation record is intended to evidence against

Description of the activity undertaken	How the activity meets the requirements of the assessment criteria

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Quality Assurer's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 11. Glossary of terms

Artificial Intelligence	Generative artificial intelligence (AI) refers to technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations and video.	Manageability	Relates to the feasibility of carrying out particular assessment processes. A manageable assessment process is one which places reasonable demands on centres and learners
Assessor	A person who undertakes marking of learners' assessment evidence. This involves using a particular set of criteria to make judgements as to the level of attainment a learner has demonstrated in an assessment.	Minimising bias	Minimising bias ensures an assessment does not produce unreasonable adverse outcomes for learners who share a common attribute. Minimising bias relates to fairness to all learners and is also closely related to statutory equality issues.
Authentication	Evidence generated by a learner in an assessment is confirmed as having been generated by that learner.	Reasonable adjustment	Adjustments made to an assessment for a unit/ qualification so as to enable e.g. a disabled learner to demonstrate their own knowledge, skills and understanding to the levels of attainment required by the specification of that unit/qualification.
Centre	A centre undertaking the delivery of an assessment (and potentially other activities) on behalf of Agored Cymru. Centres are typically educational institutions.	Recognition of prior learning	The recognition of previously gained knowledge and prior learning skills, usually in the form of units, qualifications or credits, which may be used to gain remission for some of the content of a new unit/qualification.
Credit	Credit is a measure of the volume of achievement that a unit/qualification represents and is a means of recognising, measuring, valuing and comparing achievement.	Reliability	The extents to which the various stages in the assessment process generate outcomes which would be replicated were the assessment repeated.
External quality assurance	The processes of annual quality review and external quality assurance, used to monitor that Agored Cymru and regulatory standards are maintained consistently across all centres.	Special consideration	A consideration given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control, which is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate own level of attainment in an assessment.
Internal quality assurance	The process of ensuring that standards of assessment are applied uniformly and consistently within a centre in line with Agored Cymru standards.	Standardisation	A process to check, adjust and ensure that assessment criteria and processes are applied consistently by assessors and internal quality assurers in order that comparisons of results can be made between groups of learners. Standardisation must be carried out internally (by centres) as well as by Agored Cymru.
Internal quality assurer(s)	A person or persons appointed by a centre to monitor the work of all tutors/assessors involved with a particular unit/qualification, ensuring accuracy and consistency of assessment and assessment decisions.	Validity	Ensuring an assessment measures what it is supposed to measure.
Learner	A person who is registered to take a unit and/or qualification and to be assessed as part of that unit/ qualification		