

Guide to Assessment



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1. Introduction

This guide has been created to support centres when assessing Agored Cymru units and qualifications. This guide is designed for those new to assessment and for 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. This guide includes assessment exemplars and forms which centres can use to record their assessment process.

This guide has been updated to comply with the requirements of Qualifications Wales' Standard Conditions of Recognition (October 2018), Agored Cymru's regulator. The guide also complies with the Quality Assurance Agency's (QAA) Access Validating Agency (AVA) licensing criteria (May 2019).

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. Level 3 Certificate in Assessing Vocational Achievement). In addition, Agored Cymru strongly recommends that 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:

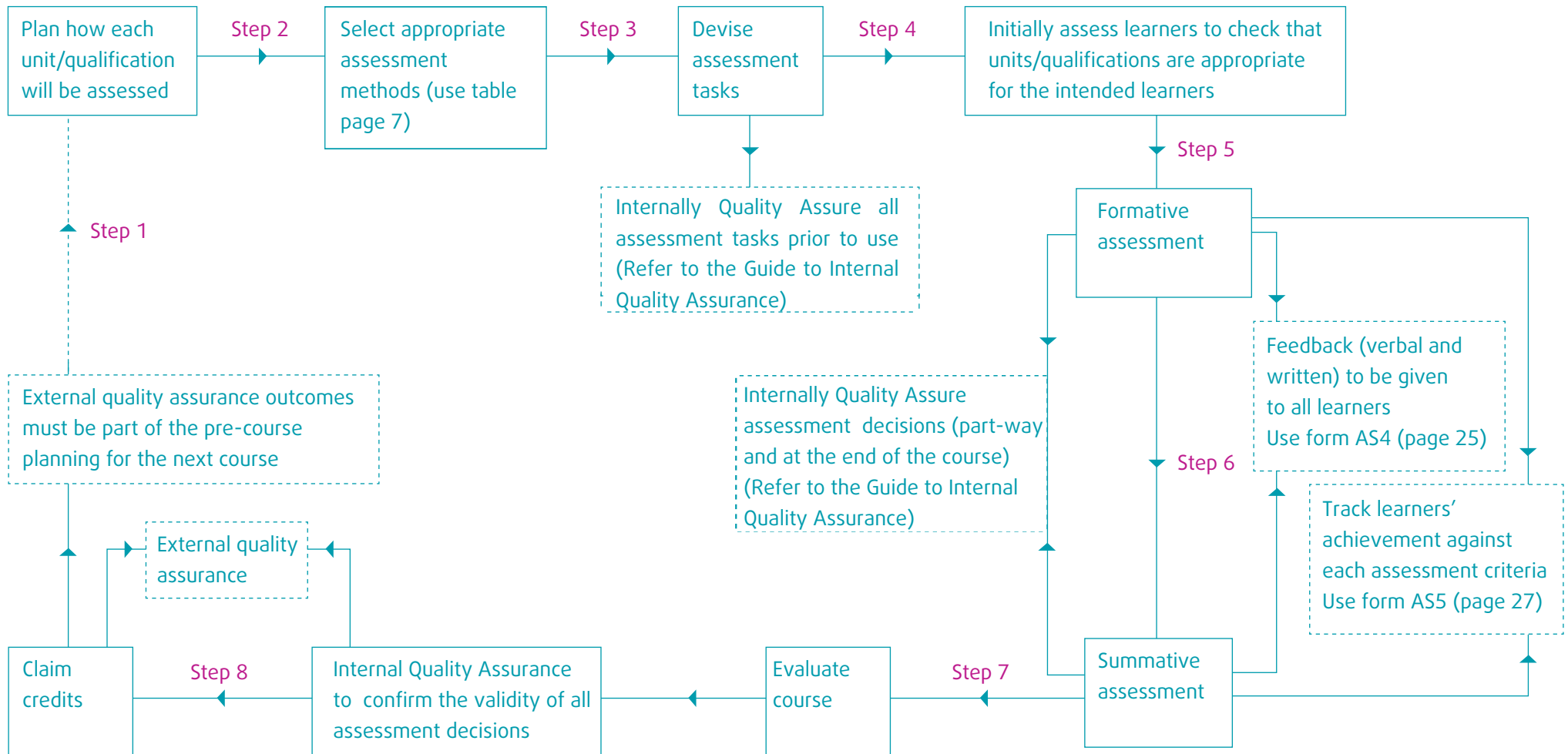
- a) **valid**: the assessment evidence meets **all** assessment criteria and **all** learning outcomes;
- b) **authentic**: the work is the learner's own work;
- c) **reliable**: assessment evidence is consistent and generates outcomes that would be replicated were the assessment repeated;
- d) **current**: up-to-date evidence is used;
- 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, etc.).

All assessments must meet **all** these assessment principles regardless of the method of assessment e.g. written assessment, practical observation, e-learning or any other assessment method used to provide evidence of learners' attainment.



5. Assessment process flowchart

This flowchart outlines the steps within the assessment process. Forms referred to in this flowchart can be found within this guide. Please note that the process for Access to Higher Education (AHE) can be found in the [AHE grading guidance](#).





6. The assessment process

Step 1: 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;
- b) available resources;
- c) staff expertise;
- d) facilities;
- e) timetabling;
- f) how and when assessment fits into the scheme of work;
- 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.

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 units/qualifications are used. For further guidance relating to internal quality assurance, refer to Agored Cymru's [Guide to Internal Quality Assurance](#).

Step 2: Selecting assessment methods

There is a variety of assessment methods available that are outlined in the table below (page 7). Some units and/or qualifications will prescribe the assessment methods 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 20 of this guide to record that all assessment criteria are met by the intended assessment methods.



Assessment method	Description	Advantages	Limitations
Assignments	An assignment is a written exercise with clear guidelines, structure and specified length.	<ul style="list-style-type: none">• Easy to develop• Provides learners with the opportunity to demonstrate initiative	<ul style="list-style-type: none">• Can be time consuming to assess• Can be open to subjectivity from the assessor
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">• May be completed by individuals or groups of learners• Allows individual initiative to be expressed	<ul style="list-style-type: none">• Can be difficult to devise good case studies• Reliability may be difficult due to the range of approaches that learners might adopt in undertaking their case studies
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">• Can be used effectively for learners with literacy needs• Can be assessed online (e-learning)	<ul style="list-style-type: none">• Can be dependent on learners' reading skills• Are limited for higher level learners
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">• Relatively easy to construct• Allows considerable scope for self expression	<ul style="list-style-type: none">• Reliability may be difficult due to the range of approaches that learners might adopt in their responses• Is time consuming for learners and to assess



Assessment method	Description	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">• Promotes artistic self-expression• Encourages independent thought and initiative	<ul style="list-style-type: none">• Reliability may be difficult due to the range of approaches that learners might adopt in undertaking this assessment
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">• Relatively easy to construct• Allows considerable scope for self expression	<ul style="list-style-type: none">• Reliability may be difficult due to the range of approaches that learners might adopt in their responses• Is time consuming for learners and to assess• Can be open to subjectivity from the assessor
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">• Can be designed to suit the subject area and the desired assessment evidence.	<ul style="list-style-type: none">• Can be time consuming with large groups of learners• Reliability may be difficult to achieve because of the range of responses given by learners
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">• Provides a useful means of assessing cognitive and behavioural skills• Develops good record keeping discipline	<ul style="list-style-type: none">• Can be time consuming for learners to complete and assessors to compile• Can be difficult to prove the authenticity of the work



Assessment method	Description	Advantages	Limitations
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">• Allows considerable coverage of content• Can be assessed objectively• Can be assessed online (e-learning)• Makes less demand on learners' writing skills than free response answers	<ul style="list-style-type: none">• Often perceived as being mainly used to test the recall of factual information• Do not allow learners to express themselves
Oral questions	Learners answer questions verbally.	<ul style="list-style-type: none">• Can be combined with an observation• Can be used when there are some gaps in the learner's portfolio of evidence• Can be offered to learners with additional support needs	<ul style="list-style-type: none">• Can be difficult to manage with large numbers of learners• Reliability may be difficult to achieve because of the range of responses given by learners
Practical activity	Consists of any activity that allows learners to demonstrate their technical and/or behavioural skills directly.	<ul style="list-style-type: none">• Very relevant to vocational courses• Assesses 'real life' skills	<ul style="list-style-type: none">• Can be time-consuming with large numbers of learners• Can be difficult to ensure reliability
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">• The assessor is able to target particular areas for discussion• Helps to make use of naturally occurring evidence	<ul style="list-style-type: none">• Time consuming to set up, prepare for and manage for large numbers of learners• Reliability may be difficult due to the range of approaches that learners might adopt in the discussion



Assessment method	Description	Advantages	Limitations
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">• Provides learners with the opportunity to demonstrate personal initiative• Can be used to assess both knowledge and competence	<ul style="list-style-type: none">• Can be time consuming to complete and assess• Difficult to assess individual work if a group project is undertaken• Can be time consuming to complete and assess• May be difficult to prove authenticity of the project
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">• Less time consuming to administer than personal interviews	<ul style="list-style-type: none">• Responses may not be a true reflection of learners' attitudes• Difficult to construct questionnaires that will elicit the desired information
Examination papers	A collection of assessment methods that a learner undertakes under controlled conditions.	<ul style="list-style-type: none">• Taken under strict conditions, which minimises the risk of malpractice• Assessed by external personnel and subject to rigorous checks so reliability should be high	<ul style="list-style-type: none">• Can lead to 'teaching to the test', to the detriment of learners• Can create artificial barriers for some learners
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">• Similar to a realistic environment• Performance can be recorded and reviewed	<ul style="list-style-type: none">• Difficult to manage with large groups of learners• Reliability may be difficult to achieve due to the range of approaches that learners might adopt in the role play



Assessment method	Description	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">• Can allow considerable coverage of content• Do not provide as much opportunity for guessing compared with cloze questions or multiple choice question• Can be assessed online (e-learning)	<ul style="list-style-type: none">• Are used primarily for lower level units and qualifications• Can be restricted to a small area of content
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">• Allows individual initiative to be exercised• Assessment is carried out in a safe environment	<ul style="list-style-type: none">• Can be difficult and expensive to simulate real situations• Can be difficult to handle with larger groups
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">• Less reliant on learners' writing ability than extended questions• More reliable than extended questions as learners are led through the question and are less likely to stray from the subject or miss the point	<ul style="list-style-type: none">• Failure in one question may lead learners to be unsuccessful in subsequent questions
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">• Easy to design and assess• Can be assessed online (e-learning)• Can be used as a self-assessment and diagnostic tool	<ul style="list-style-type: none">• 50% chance of guessing the correct answer

Note: This list is not exhaustive.



6. The assessment process

Step 3: Devising assessment tasks

Once centres have decided on the appropriate assessment methods to allow learners to achieve all assessment criteria and all learning outcomes 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). 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 provided on page 22 of this guide.

If assessment evidence is inaccurately and/or inconsistently mapped to assessment criteria then assessment evidence may be referred at external quality assurance 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 4: 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 intended learners. At this stage, learners' 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 (see page 14) 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 will be seen at external quality assurance.

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 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 the feedback for 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 provided on page 27 of this guide as a method to support the tracking of learners' achievement against all assessment criteria.

At this stage internal verifiers must internally quality assure assessment evidence in order to identify any problems at an early stage and allow time for corrective action to be taken. For further guidance refer to Agored Cymru's [Guide to Internal Quality Assurance](#).



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 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. All reasonable adjustments must be recorded and be approved by the internal verifier before use.

In some instances it may be necessary to consider applying special considerations for adjustments for a learner or group of learners as part of the assessment process. 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. All reasonable adjustments must be recorded and be approved by the internal quality assurer before use.

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 his/her achievement in the assessment and not necessarily his/her potential ability.

Further guidance about the types of and process for applying reasonable adjustment and/or 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 internal and external quality assurance to take place. Agored Cymru recommends that centres refer to form AS6 provided on page 29 of this guide to track learners' achievement across a qualification.



Feedback

Feedback provides learners with information on how well they are learning 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 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 provided on page 25 of this guide to record assessor feedback to learners.

Grading

The difference between the assessment of Agored Cymru's AHE units/qualifications and RQF/QALL units/qualifications is that for AHE assessment is graded at level 3. When assessing AHE units/qualifications, decisions on grading must be applied accurately and consistently by all assessors. This is a key requirement for AHE assessors and is a key focus of external quality assurance.

For further guidance relating to grading of AHE units/qualifications refer to Agored Cymru's [AHE Grading Guidelines](#).

Step 7: Course evaluation

All courses must be evaluated. This is vital in order to gather learners' views of their learning experience and to gather information that will support the development and improvement of future courses. Evaluation forms must be appropriate for the level of the learners. Completed evaluation forms must be stored securely and must be available at external quality assurance.

Step 8: Award of credit

Once the assessor has confirmed his/her assessment decisions and all stages of the internal quality assurance process have taken place effectively in line with the guidance given in Agored Cymru's [Guide to Internal Quality Assurance](#), then credits can be claimed for the assessed learners.

At this stage external quality assurance will take place. Additional information on the administrative process of claiming credit(s) can be found in the registration section of the [Guide to Administrative Procedures](#).



7. Assessment of practical activities

Assessing learner achievement against assessment criteria requiring the demonstration of practical skills and/or competence can be a challenging task. 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 is a variety of methods to demonstrate practical achievement including:

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

Witness statements

Witness statements are used to provide written records of learners' performance against assessment criteria. Witness statements 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 statements must not form the main or majority assessment of a unit. Rather, witness statements must be supported by other assessment evidence e.g. audio/visual records of the activity, planning records, notes, self-evaluation by the learner, etc. that can substantiate that the activity took place as described.

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

Witness statements must include the witness' signature, the date, and details of the witness' relationship to the learner in addition to details about the observed task. Agored Cymru recommends that centres refer to form AS7 provided on page 31 of this guide 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;
- b) be completed by assessors who must have direct knowledge of the unit/qualification;
- c) provide specific feedback of performance against assessment criteria;
- d) be sufficiently detailed to enable others to make a judgement as to the quality and whether there is sufficient evidence 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.
- f) be signed and dated by both the assessor and the learner.

Agored Cymru recommends that centres refer to form AS8 provided on page 32 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.



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.

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 is 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 national standardisation events. 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 (AHE only).

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

10. Assessment template

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 remains in place to satisfy Agored Cymru requirements.



AS1: Assessment mapping sheet

Course title: _____ Start date: _____ Assessor: _____

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 Exemplar: Assessment mapping sheet

Course title: Teamwork Start date: 29/07/2018 Assessor: A. Tutor
 Unit title: Teamwork and Communication Skills Unit code: HD21CY010 Level: 1 Credit value: 3

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		
Short answer questions	✓																				Worksheet 1 and 2
Structured questions					✓	✓					✓										'What's my role?' worksheet
Logbook									✓												Reflective diary
Short answer questions										✓											'Qualities' worksheet
Short answer questions					✓	✓															Worksheet 3, 4 and 5
Practical activity													✓		✓						Copy of presentation. Video evidence. Peer evaluation sheet. Written observation.
Short answer questions														✓							Spider diagram worksheet. Supporting planning evidence (written).



AS2: Cross referencing form

Course title: _____ Start date: _____ Assessor: _____

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

Course title: Personal Development Start date: 10/06/2018 Assessor: A. Tutor

Unit title: Teamwork and Communication Skills Unit code: HD21CY010 Level: 1 Credit value: 3

Assessment criteria	Method	Evidence	Page	Assessed date
1.1 Define a team and give some examples.	Written task	Worksheets 1-2	1-2	17.06.18
2.1 Describe the different roles in a team and the essential tasks each person has to undertake.	Written task	'What's my role?' worksheets	2-3	20.06.18
2.2 Recognise the ways team and groups develop e.g. shared goal/interest.		Worksheet 3-5	3-5	24.06.18
3.1 Describe own experiences of being in a team.	Written task	Reflective diary	5-6	01.07.18
3.2 List his/her own strengths and qualities that can be contributed to a team and personal skills requiring development of the workplace.		'Qualities' worksheet	7-9	01.07.18
3.3 Identify the role one tends to assume in a team in a work/study situation.		'What's my role?' worksheets	2-3	20.06.18
4.1 Participate in an oral presentation of between 3 to 10 minutes which has a basic structure i.e. clear beginning, middle, end, delivering it from her/his seat in the group or in front of her/his audience.	Individual presentation	Observation Planning evidence Video	12	29.07.18
4.2 Prepare the oral presentation before delivery.		Peer evaluation sheet		
4.3 Handle questions and comments from her/his audience on conclusion of her/his presentation.		Spider diagram worksheet	13	22.07.18

Assessor's signature: A. Tutor Date: 29/07/2018

Learner's signature: S. Dent Date: 29/07/2018

Internal quality assurer's signature: I. Vera Date: 29/07/2018



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 my submission materials are true, correct and accurate to the best of my knowledge and belief. I further certify that the writing was written solely by me, contains no plagiarism and is my original work.

Learner's signature: _____ Date: _____



AS4: Assessment feedback form (whole unit)

Learner: _____ Assessor: _____

Unit title: _____ Qualification title/code: _____

Unit code: _____ Credit value: _____ Level: _____

Date started: _____ Date assessed: _____

Assessor's feedback	Learner's comments
Has the learner achieved this unit? Yes <input type="checkbox"/> No <input type="checkbox"/>	

Assessor's signature: _____ Date: _____

Learner's signature: _____ Date: _____

Internal quality assurer's signature: _____ Date: _____



AS4: Assessment feedback form (whole unit)

Learner: Stuart Dent Assessor: A. Tutor

Unit title: Teamwork and Communication Skills Qualification title/code: N/A

Unit code: HD21CY010 Credit value: 3 Level: 1

Date started: 10/08/2018 Date assessed: 29/07/2018

Assessor's feedback	Learner's comments
<p>Well done Stuart 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 your self-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 <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	

Assessor's signature: A. Tutor Date: 29/07/18

Learner's signature: S. Dent Date: 29/07/18

Internal quality assurer's signature: I. Vera Date: 29/07/18



AS5: Tutor tracking sheet- Across a unit

Course title: Teamwork Start date: 01/03/2018 Assessor: A. Tutor

Unit title: Teamwork and Communication Skills Unit code: HD21CY010 Level: 1 Credit value: 3

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
Stuart Dent	17/06/18				20/06/18	20/06/18			01/07/18	01/07/18	20/06/18		29/07/18	22/07/18	22/07/18					
Andrew Pupil	17/06/18				20/06/18	20/06/18			01/07/18	01/07/18	20/06/18		29/07/18	22/07/18	22/07/18					
Candy Date	24/06/18				27/06/18	27/06/18			Left course →											
Lee Ner	17/06/18				20/06/18	20/06/18			01/07/18	01/07/18	20/06/18		29/07/18	22/07/18	22/07/18					
Delyth E Gate	17/06/18				20/06/18	20/06/18			01/07/18	01/07/18	20/06/18		29/07/18	22/07/18	22/07/18					



AS6: Tutor tracking sheet - Across a qualification

Course title: Essential Skills Start date: 01/03/2018 Assessor: A. Tutor

Qualification title: Essential Skills for Work and Life Qualification code: 600/6770/6 Level: E1 Award/Certificate/Diploma: Certificate

Learner name	Units									
	HD3E1CY033	HD3E1CY035	HD3E1CY036	HD3E1CY038	HD3E1CY039	HD3E2CY032	HD3E2CY033	HD3E2CY034	HD3E2CY035	HD3E2CY038
Stuart Dent	29.03.18	18.04.18	N/A	29.03.18				N/A	N/A	
Andrew Pupil	29.03.18	11.04.18	02.05.18	29.03.18				N/A	N/A	
Candy Date	09.04.18	30.04.18	N/A	09.04.18				22.05.18	20.06.18	
Lee Ner	02.04.18	26.04.18	10.05.18	02.04.18				23.05.18	20.06.18	
Delyth E Gate	02.04.18	26.04.18	10.05.18	02.04.18				01.06.18	22.06.18	
A.N. Other	03.04.18	26.04.18	N/A	03.04.18				23.05.18	19.06.18	



AS7: Witness statement

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

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.	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.
Authentication	Evidence generated by a learner in an assessment is confirmed as having been generated by that learner and as being generated under the required conditions.	Learner	A person who is registered to take a unit and/or qualification and to be assessed as part 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, training providers, or employers.	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.
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.	Minimising bias	Minimising bias is about ensuring that an assessment does not produce unreasonable adverse outcomes for learners who share a common attribute. The minimisation of bias is related to fairness to all learners and is also closely related to statutory equality issues.
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.	Reasonable adjustment	Adjustments made to an assessment for a unit/qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification of that unit/qualification.
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.	Recognition of prior learning	The recognition of previously gained knowledge and 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.



11. Glossary of terms

Reliability	The extents to which the various stages in the assessment process generate outcomes which would be replicated were the assessment repeated.
Special consideration	A consideration given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner's control, which is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.
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.
Validity	The degree to which an assessment measures what it is supposed to measure and the extent to which evidence and theory support the interpretation that the assessment outcomes meet their intended uses.