|  |  |  |  |
| --- | --- | --- | --- |
| LEVEL OF ASSESSMENT(DELETE AS APPROPRIATE) | C AWARD | B AWARD | A AWARD |
| DATE: |  | VENUE: |  |
| OVERALL OUTCOME(INSERT X AS APPROPRIATE) | PASS: |  | NOT YET MET CRITERIA: |  |
|  |  |  |  |
|  |  | OUTCOMEP/NYMC | COMMENTS |
| PLANNING FOR ASSESSMENT – THE TRAINEE ASSESSOR HAS: |
| 1 | Prepared resources and conditions for the assessment ensuring health and safety is maintained |  |  |
| 2 | Prepared themselves in order to meet netball and Awarding Body assessment requirements |  |  |
| BRIEF THE LEARNER – THE TRAINEE ASSESSOR CAN: |
| 3 | Meet the Learner punctually and be appropriately well presented |  |  |
| 4 | Introduce themselves and explain their role as Assessor |  |  |
| 5 | Communicate the purpose, requirements and the format of the assessment to the Learner |  |  |
| OBSERVATION AND ANALYSIS – THE TRAINEE ASSESSOR CAN: |
| 6 | Observe and record what was seen and heard |  |  |
| 7 | Assess Learners’ performance, knowledge and understanding against the agreed criteria using agreed competencies |  |  |
| 8 | Judge whether evidence is:* Sufficient
* Authentic
* Current
 |  |  |
| 9 | Apply requirements for equality and diversity and where appropriate, bilingualism |  |  |
| QUESTIONING – THE TRAINEE ASSESSOR CAN: |
| 10 | Use open questions which are clear and not leading |  |  |
| 11 | Use appropriate and relevant questions based on the criteria |  |  |
| 12 | Clarify and resolve inconsistencies in the evidence, asking sufficient questions to confirm the decision |  |  |
| FEEDBACK AND DECISION – THE TRAINEE ASSESSOR CAN: |
| 13 | Make assessment decisions against specific criteria |  |  |
| 14 | Make assessment decisions which are Valid, Reliable & Fair |  |  |
| 15 | Clearly confirm the outcome of the assessment to the Learner |  |  |
| 16 | Provide constructive, positive feedback to the Learner based on the evidence |  |  |
| ACTION PLANNING – THE TRAINEE ASSESSOR CAN: |
| 17 | Involve the Learner in the assessment process by use of self-evaluation |  |  |
| 18 | Agree an action plan which identifies any further implications for learning, assessment and progression |  |  |
| DOCUMENTATION – THE TRAINEE ASSESSOR CAN: |
| 19 | Make accurate records of the assessment outcomes |  |  |
| 20 | Complete the appropriate document for recording assessment |  |  |
| 12 | Follow procedures to maintain the confidentiality of assessment information |  |  |
| 22 | Follow relevant policies, procedures and legislation for the assessment, including those for health, safely and welfare |  |  |
|  |  |  |  |
| TRAINEE ASSESSOR: |  | SIGNATURE: |  | DATE: |  |
| SUPERVISORY ASSESSOR: |  | SIGNATURE: |  | DATE: |  |