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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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: | | | |  |
|  |  | | | |  | | | |  | | | | | |
|  |  | | | | OUTCOME  P/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: | |  | |