



LEARNING AND SKILLS ASSESSOR

Key information

Reference: ST1380

Version: 1.0

Level: 3

Minimum duration to gateway: 12 months

Typical EPA period: 3 months

Maximum funding: £5000

Route: Education and childcare

Date updated: 31/03/2023

Approved for delivery: 31 March 2023

Lars code: 695

EQA provider: Ofqual

Details of the occupational standard

Occupation summary

This occupation is found in the public, private and voluntary sectors in national and multinational organisations. The role of the learning and skills assessor can be found in all sectors where learning, training and development is required. For example, but not limited to, healthcare, military, manufacturing, production, business and professional, education, leisure, construction, creative, technology.

The broad purpose of this occupation is to assess candidates against agreed standards of competence using a range of assessment methods. The learning and skills assessor will plan, conduct assessment activities and record and report on assessment decisions to the learner and other relevant stakeholders. They will support the progression of the learner through feedback of assessment decisions, setting of ongoing realistic learning goals and referral to other professionals if required. They will contribute to the quality cycle of the organisation and actively contribute to standardisation and moderation of assessment decisions. The learning and skills assessor will be committed to their own continual professional development to maintain occupational competency in their sector. They will typically work in an environment in their organisation where they are assessing competency. They will work in a variety of locations and environments including practical vocational settings where activity may be undertaken face to face or remotely.

In their daily work the learning and skills assessor will interact with learners, quality assurance practitioners, teaching and delivery professionals and other relevant stakeholders where necessary. A learning and skills assessor will be responsible for ensuring they are occupationally competent in the sector they are assessing in. They will be responsible for completing their own work to

specification, with minimal supervision, ensuring they meet set deadlines. They will report to relevant stakeholders and are responsible for meeting quality requirements.

Typical job titles include:

Assessor

Training facilitator

Tutor

Occupation duties

DUTY	KSBS
<p>Duty 1 Plan and conduct inclusive assessment using a range of assessment methods and approaches working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.</p>	<p>K1 K2 K3 K4 S1 S2 S3 S4 B1 B2 B3 B4 B5</p>
<p>Duty 2 Use a range of communication methods to provide timely constructive feedback on assessment decisions to learners and where relevant, other stakeholders.</p>	<p>K5 K6 S5 S6 B1 B2 B3 B4 B5</p>
<p>Duty 3 Participate in standardisation, moderation and quality assurance of assessment decisions to contribute to the quality assurance of own and others assessment practice and the organisations quality cycle.</p>	<p>K4 K7 K8 S7 B1 B2 B3 B4 B5</p>
<p>Duty 4 Develop and maintain current and accurate records of assessment plans and tracking of assessment decisions, using agreed communication methods to share with relevant stakeholder, recognising confidentiality and privacy.</p>	<p>K5 K9 S8 B1 B2 B3 B4 B5</p>
<p>Duty 5 Use assessment outcomes and data to support the ongoing setting of individual learning goals and progression toward timely achievement of intended outcomes.</p>	<p>K1 K2 K3 K5 K7 K9 K10 S1 S3 S5 S7 S8 B1 B3 B4 B5</p>
<p>Duty 6 Provide information, advice and guidance, working within own professional boundaries and recognising requirements for referral to other professional services where required.</p>	<p>K11 S9 B1 B4 B5</p>
<p>Duty 7 Recognise the role of holistic assessment in supporting the development of wider skills for the learner.</p>	<p>K3 K4 K12 S3 S10 B1 B4 B5</p>
<p>Duty 8 Make sustainably informed decisions in approaches used to plan, conduct, record and evaluate assessment activities.</p>	<p>K13 S1 S4</p>

B1 B2 B4 B5

Duty 9 Undertake and maintain records of continual professional development activities in their sector to maintain occupational competency, including sustainable practice and digital literacy.

K14

S11

B1 B2 B4 B5

KSBs

Knowledge

K1: The role of the assessor working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.

K2: How to plan inclusive assessment.

K3: Types of and methods of assessment.

K4: The principles of assessment to include validity, authenticity, currency, sufficiency, and reliability.

K5: Methods of verbal and non-verbal communication to support assessment practice, including questioning techniques.

K6: How to give constructive feedback for the purpose of progress and achievement.

K7: Standardisation, moderation and quality assurance procedures relevant to the assessment.

K8: The purpose and process of the quality cycle.

K9: Organisational and legal requirements for recording, storing and sharing personal information.

K10: Types and methods of recording and tracking assessment decisions, including the use of digital technology.

K11: Sources of and how to access accurate and relevant vocational/pastoral advice and guidance to meet learner needs, including points of referral.

K12: The role and importance of holistic assessment to support wider skill development.

K13: Approaches to sustainable assessment practice.

K14: Opportunities for continuing professional development in own sector to maintain occupational competency, including sustainable practice and digital literacy.

Skills

S1: Conduct sustainable assessment practice working within organisational, legal, and ethical frameworks, including confidentiality and safeguarding.

S2: Produce a plan for assessment.

S3: Select method(s) to assess learner(s) in line with organisational and regulatory requirements.

S4: Make accurate assessment judgments against agreed standards.

S5: Communicate with learner and relevant stakeholders to support assessment practice.

S6: Provide constructive feedback to support the learner to progress.

S7: Contribute to standardisation, moderation and quality assurance procedures.

S8: Develop and maintain records of assessment, complying with quality, confidentiality and data protection requirements.

S9: Facilitate access to relevant, current information advice and guidance.

S10: Apply holistic assessment in practice to support wider skills development.

S11: Identify and implement professional development opportunities to maintain occupational competency, including sustainable practice and digital literacy.

Behaviours

B1: Operate at all times to ethical and legal standards within professional boundaries, maintaining an impartial approach.

B2: Take personal responsibility for sustainable outcomes in how they carry out the duties of their role by reference to environmental good practice .

B3: Demonstrate and encourage mutual respect, displaying a deep understanding of inclusive practice to support the individual(s) in the assessment process.

B4: Be committed to improving their own professional practice in relation to the assessment standards.

B5: Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control.

Qualifications

English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.0	Approved for delivery	31/03/2023	Not set	Not set

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