**Higher National Unit specification**

**General information**

**Unit title:** Assessment of Learners (SCQF level 10)

**Unit code:** TBC

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit is designed is designed to enable learners to make ethical and robust assessment decisions, taking relevant professional codes of practice into account and using appropriate standards and frameworks.

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Assess learners through the use of ethical and robust processes.

2 Demonstrate accountability for assessment decisions.

**Credit points and level**

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

**Recommended entry to the Unit**

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

**Higher National Unit Specification: General information (cont)**

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**Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

**Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

**Higher National Unit specification: Statement of standards**

**Unit title:** Assessment of Learners (SCQF level 10)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**Outcome 1**

Assess learners through use of ethical and robust processes.

**Knowledge and/or Skills**

 Roles and responsibilities in assessment process

 Views of relevant others including people using services

 Range of transparent and fair assessment strategies

 Evidence gathering and analysis

 Constructive formative and summative feedback

**Outcome 2**

Demonstrate accountability for assessment decisions.

**Knowledge and/or Skills**

 Standards and frameworks for learning programmes

 Professional codes of practice

 Assessment regulations

 Complaints procedures

 Rationale for assessment decisions against agreed standards

 Reflection on own performance

**Evidence Requirements for this Unit**

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

 Undertake a written reflection on their practice in around 1,500 words in which they evidence ability to:

— identify and define the roles of those involved in the assessment process

— critically assess the effectiveness of methods used to obtain views of relevant others including people using services

— critically evaluate assessment strategies used.

**Higher National Unit specification: Statement of standards (cont)**

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 Using a pre-prepared checklist: A recorded observation of learner’s ability to:

— demonstrate ability to gather and analyse evidence from a range of resources at a professional level

— formally present constructive formative and summative feedback to learners

— critically evaluate the role of standards and frameworks for learning programmes in upholding professional codes of practice and assessment regulations including complaints procedures

— critically define the rationale for making assessment decisions against agreed standards

— critically evaluate own performance in demonstrating ability to reflect at a professional level.