



**College of
Policing**

Police Sector Standard for the Training of Assessors

'Assessor Standard'

Version 3.1

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The College is committed to the promotion of equal opportunities. Every effort has been made throughout this text to avoid exclusionary language or stereotypical terms. Occasionally, to ensure clarity, it has been necessary to refer to an individual by gender.

Control Page

Distribution list

Version	Recipient	Title	Location
2.0	L&D practitioners	Assessor Standard	www.npia.police.uk
3.0	L&D practitioners	Assessor Standard	http://www.college.police.uk/en/5231.htm
3.1	L&D practitioners	Assessor Standard	http://www.college.police.uk/en/5231.htm

Change control

Version	Date	Record of change	Authority	Evidence of approval
3.0	08/03/13	Updated to reflect changes to national qualifications and transition to the College of Policing	Helen Schofield and L&D Managers	Email
3.1	September 2014	Minor grammatical changes Additional reference materials		

Controlling documents

Description	Document reference	Revision
National Policing Curriculum	Assessor Standard Specification	Version 1.0

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1. Introduction

Purpose

The purpose of this document is to set out the minimum learning standards that should be achieved by those seeking to meet the 'Assessor' role profile. It also provides details of the target audience, pre-requisites and methodologies for assessment of learning, where applicable.

Overview

This learning is aimed at personnel within the Police Service who assess the competence or performance of others to agreed standards, criteria and competencies. This learning addresses the generic assessment skills required to assess in a range of fields of work. Such assessment includes that required for national learning programmes including Professionalising Investigation Programme, Initial Police Learning and Development Programme, Recruitment and Promotion of Police personnel, Leadership development and also assessment for Performance and Development Review processes. This list is not exhaustive.

The learner will achieve an understanding of the theory and practice of work-based assessment and acquire the underpinning knowledge of assessment processes from planning through to making an assessment decision and giving feedback. Standardisation of assessment practices is also included.

This Standard meets the requirements of the Skills for Justice Assessment Strategy for the Qualifications and Credit Framework (QCF) awards that are not NVQs. This states that assessors are required to be trained in their role but not necessarily "qualified".

This Standard does not address the specific occupational competence/knowledge that forms the basis of the assessor's field or subject specialism.

Target Groups

Required

This is the minimum standard for personnel within the Police Service whom are working to the Skills for Justice 'Assessor' role profile¹ and assess the competence or performance of others within the police service to agreed standards, criteria and competencies.

This standard is pitched at a level 3 on the Qualifications and Credit Framework (QCF).

Pre-requisites

Knowledge and/or competence within the subject matter specialism that forms the basis of assessment and a sound understanding of the issues of equality, diversity and human rights within a police training context.

Co-requisites

None

Indicative Learning Time

To achieve this Standard, an average learner is likely to require approximately 20 hours of formal study time (classroom learning, private study and practice observation). Additional time for the further development of knowledge and skills in the workplace is evidently required. Completion of a relevant teaching/training qualification, where required, would also need additional development time.

¹ Available at <http://www.skillsforjustice.com>

2. Professional Context

Links to Key Legislation

- Human Rights Act 1998
- Equalities Act 2010
- Code of Ethics 2014

Links to Authorised Professional Practice

- None

Links to Professional Framework Role Profiles:

- Police Tutor Role Profile

Links to National Occupational Standards

- SFJ HD7 Provide learning opportunities for colleagues
- Standard 9 Assess learner achievement
- LSILADD09 Assess learner achievement

Assessment Information and Links to Accreditation/National Qualifications

This Standard requires workplace assessment/coaching against the identified criteria. Trained Assessors should be assessed as competent to the Assessor Standard (underpinned by the Skills for Justice 'Assessor' Role Profile). Assessors making this assessment decision should also be trained to meet the Police Sector Standard for the Training of Assessors, similarly internal verifiers should be trained to the Police Sector Standard for the Training of Internal Verifiers.

This Assessor Training Standard maps to the Level 3 Certificate in Assessing Vocational Achievement.

Progression Opportunities within the National Policing Curriculum

After time and experience it may be deemed appropriate for the learner to move to the Internal Verifier Standard.

3. Learning Outcomes

On successful completion of this module, learners will be able to:

1. Explain the concept of work-based assessment and identify and the apply the factors affecting the selection of the most appropriate assessment approach
2. Explain the role and responsibilities of an assessor
3. Identify and apply the assessment principles that underpin effective work-based assessment
4. Identify the benefits of and apply the principles of holistic incident/work led assessment
5. Explain and demonstrate the stages of the assessment process, identifying flexibility in approach to address a range of assessment needs
6. Demonstrate an understanding of how to plan and implement assessment strategies to meet local, national or external requirements
7. Demonstrate the practical skills of conducting assessments and evaluating evidence to make assessment decisions
8. Explain and apply the principles and practices of standardising assessment to ensure quality standards are maintained

4. Learning Content

1. Explain the concept of work-based assessment, identify and apply the factors affecting the selection of the most appropriate assessment approach
 - a) Definition of work-based assessment
 - b) Importance of assessment in the Police service
 - c) Benefits of assessment
 - d) Range of assessment strategies; competence versus competency; internal versus external
 - e) Concept of proportionality in selecting appropriate assessment strategy

2. Explain the role and responsibilities of an assessor
 - a) Role requirements and responsibilities of an assessor
 - b) Occupational competence/knowledge
 - c) Continuous Professional Development
 - d) Knowledge and skills required of an assessor

3. Identify the assessment principles that underpin effective work-based assessment
 - a) Nature of evidence in assessment
 - b) Types of evidence used in assessment
 - c) Quality of evidence used in assessment (validity, authenticity, currency, sufficiency)
 - d) Bias in assessment

4. Identify the benefits of and apply the principles of holistic incident/work led assessment
 - a) Assess competence against different units from a single event
 - b) Capture evidence of competence for different units from a single event or incident
 - c) Plan assessments using a holistic approach
 - d) Avoiding duplication of evidence

5. Explain the stages of the assessment process, identifying flexibility in approach to address a range of assessment needs
 - a) Four stage model of assessment
 - b) Plan for assessment
 - c) Conduct assessment and collate evidence
 - d) Judge evidence and make assessment decisions
 - e) Feedback results

6. Demonstrate an understanding of how to plan and implement assessment strategies to meet local, national or external requirements
 - a) Understanding assessment and awarding body requirements
 - b) Identification of assessment standards
 - c) Principles of initial assessment
 - d) Principles of assessment planning
 - e) Selecting appropriate assessment methodology
 - f) Diversity considerations; ensuring access to assessment and reasonable adjustment
 - g) Agreeing assessment plan with candidate and those concerned
 - h) Record keeping

7. Demonstrate the practical skills of conducting assessments and evaluating evidence to make assessment decisions
 - a) Principles and practices of using a range of assessment methodology, e.g.
 - Observation
 - Assignment
 - Simulation
 - Written test/report
 - Witness testimony (expert witness)
 - Professional discussion
 - Product evidence
 - Accreditation of Prior Learning (APL) or Accreditation of Prior Achievement (APA)

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- Questioning
 - Audio visual evidence
- b) Decision making in assessment; judgemental and non-judgemental marking
- Good practice in communicating assessment decision to candidate
 - Appeals procedure
 - Action planning
 - Recording assessment decisions
8. Explain and apply the principles and practices of standardising assessment to ensure quality standards are maintained
- a) Definition and ethos of standardisation
 - b) National verification requirements; Internal/External verifier roles
 - c) Types of quality measures

5. Learning Resources Available

E learning	No
Immersive Learning	No
Trainer resources	Yes: One day workshop trainer materials
Learner resources	Yes: Pre-learning workbook
Assessment resources	No

Access to the above resources is available from the NCALT Managed Learning Environment.

6. Delivery Methods

The learning outlined can be delivered using an appropriate range and mix of the following methodologies:

Individualised Learning

- Distance learning
- Work-based learning
- Individual research

Classroom Learning

- Didactic input
- Facilitated discussion
- Question and Answer

7. Reference Materials

Recommended Reading

"*Guidance on the Principles of Assessment Practice for Vocational Police Knowledge and Competence Based Qualifications in England and Wales*" (May 2014) College of Policing and Skills for Justice.

Gravells, A. (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award*. London, Learning Matters.

Race, P., Brown, S., Smith, B. (2005) *500 Tips on Assessment, 2nd Edition*. Abingdon, Routledge.

Read, H. (2011) *The Best Assessor's Guide*. Bideford, Read On Publications.

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. Exeter, Learning Matters.

Wallace, S. (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector 4th Edition*. Exeter, Learning Matters Ltd.

Websites

www.skillsforjustice.com

www.questionmark.com (Assessments through the Learning Process)