

Police Sector Standard for the Training of Assessors

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Learning Descriptor for the Training of Assessors

1 Target Groups

1.1 Required

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 includes the assessment of national learning programmes such as Professionalising Investigation Programme, Initial Police Learning and Development Programme, Police Race and Diversity Learning and Development Programme, Recruitment and Promotion of Police personnel, Leadership development and also assessment for Performance and Development Review processes. Please note that this list is not exhaustive.

The Initial Police Learning and Development Programme (IPLDP) Central Authority have developed a draft strategy for the new Police Award under the Qualifications and Credit Framework that references sector specific training for assessors of which this learning descriptor is the agreed standard. That is, "trained assessors" rather than "qualified assessors"¹. This presents an opportunity to define the learning required for the trained assessor role whilst still providing sufficient knowledge and skills to address assessment awards as required.

This learning addresses the generic assessment skills required to assess in a range of fields of work. Learners attending this learning should have a clear understanding of the field of work and roles that they will be required to assess and be occupationally competent/knowledgeable in these areas.

This learning will not address the occupational competence, knowledge or performance associated with specific roles learners will be assessing.

1.2 Optional

Not applicable – the learning is applicable to all those involved in assessment in the Police Service.

2 Module/Unit Summary

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

The learning is mapped to assessor awards to ensure sufficient knowledge and skills are addressed to enable the achievement of assessor awards as required. That is, the National Vocational Qualification unit awards of L20 and A1.

¹ Forces will still be able to use qualified assessors if they wish to

3 Learning Outcomes

The learning outcomes address the knowledge and skills requirement to assess candidates using a range of methods and support decisions of workplace competence if required. The learning is pitched at a level 3 on the Qualifications and Credit Framework.

Achievement of this learning will enable the individual 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 Module/Unit Content

1. Explain the concept of work-based assessment, identify and apply the factors affecting the selection of the most appropriate assessment approach
 - Definition of work-based assessment
 - Importance of assessment in the Police service
 - Benefits of assessment
 - Range of assessment strategies; competence vs competency; internal vs external
 - Concept of proportionality in selecting appropriate assessment strategy
2. Explain the role and responsibilities of an assessor
 - Role requirements and responsibilities of an assessor
 - a. Occupational competence/knowledge
 - b. Continuous Professional Development
 - Knowledge and skills required of an assessor
3. Identify the assessment principles that underpin effective work-based assessment
 - Nature of evidence in assessment
 - Types of evidence used in assessment
 - Quality of evidence used in assessment (validity, authenticity, currency, sufficiency)
 - Bias in assessment
4. Identify the benefits of and apply the principles of holistic incident/work led assessment
 - Assess competence against different units from a single event

- Capture evidence of competence for different units from a single event or incident
 - Plan assessments using a holistic approach
 - Avoiding duplication of evidence
5. Explain the stages of the assessment process, identifying flexibility in approach to address a range of assessment needs
- Four stage model of assessment
 - Plan for assessment
 - Conduct assessment and collate evidence
 - Judge evidence and make assessment decisions
 - Feedback results
6. Demonstrate an understanding of how to plan and implement assessment strategies to meet local, national or external requirements
- Understanding assessment and awarding body requirements
 - Identification of assessment standards
 - Principles of initial assessment
 - Principles of assessment planning
 - Selecting appropriate assessment methodology
 - Diversity considerations; ensuring access to assessment and reasonable adjustment
 - Agreeing assessment plan with candidate and those concerned
 - Record keeping
7. Demonstrate the practical skills of conducting assessments and evaluating evidence to make assessment decisions
- 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
 - APL/APA
 - Questioning
 - Audio visual evidence
 - 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
- Definition and ethos of standardisation
 - National verification requirements; Internal/External verifier roles
 - Types of quality measures that can be used
 - Record keeping

5 Reading List

Brown, S, Race, P and Smith, B (1996) *500 Tips on Assessment*, London: Kogan Page

Tummons, Jonathon (2007) *Assessing Learning in the Lifelong Learning Sector*, 2nd Edition www.learningmatters.co.uk

ENTO (2004) *Excellence in assessment and verification - Putting it into Practice*, Read On Publications Ltd

ENTO (2004) *Excellence in initial assessment - Putting it into Practice*, Read On Publications Ltd

Questionmark White Paper (date) *Assessments through the Learning Process*, www.questionmark.com

Skills for Justice (205) *On the Move*, www.skillsforjustice.com

Websites

www.basic-skills.co.uk

www.dfes.gov.uk

6 Delivery Method

Classroom delivery methods:

- Didactic input
- Facilitated discussion
- Audio/visual aids
- Group and individual exercises
- Role play/scenarios

7 Pre / Co-requisites

Completion of the 'Diversity and the Police' E-learning package available on the Managed Learning Environment, www.ncalt.com

8 Progression Routes

'Police sector standard for the training of verifiers' – currently in development.

9 Assessment

None required. Police Services can decide to apply assessment processes as appropriate to their own local needs.

10 Role Profile

None.

11 National Occupational Standards

This module contributes to the following National Occupational Standards:

- A1 Assess candidates using a range of methods
- A2 Assess candidates' performance through observation
- L20 Support competence achieved in the workplace