Observation Record

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Name** |  | | |
| **Qualification Title** |  | **QAN[[1]](#footnote-1)** |  |
| **Unit Title(s)** |  | **URN(s)[[2]](#footnote-2)** |  |
| **Assessor Name** |  | | |
| **Date** |  | | |

|  |  |
| --- | --- |
| **LO(s)/AC(s)[[3]](#footnote-3)** | **Nature of Activity –** *explain the task, what the learner did and how this met the learning outcomes/assessment criteria* |
|  |  |
|  | **Feedback to the Learner and Assessment Decision** |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Signature** |  | **Date** |  |
| **Assessor Signature** |  | **Date** |  |
| **Internal Moderator Signature** |  | **Date** |  |

# Guidance on Observation

# 

Skills and knowledge criteria may be assessed through the observation of learners in performance of a practical task. Observations may be carried out as a planned assessment activity or less obtrusively during the course of normal work activities. They are usually used in combination with other assessment methods.

When carrying out observations consideration should be given to the following points:

**1 Planning the Observation**

1.1 Learners should be informed at the start of their programme of the intention to carry out assessments of this nature; when such observations will be carried out and for which units or learning outcomes of the qualification.

1.2 Learners should be prepared to answer questions during the activity if their understanding of a process is required.

**2 During the Observation**

2.1 Learners should feel at ease whilst being observed so it is useful to reiterate what has been planned before the activity starts.

2.2 You should make a note of anything you wish to follow up as the activity proceeds, either with questioning or a review of any other evidence the learner may have produced to support their skills and/or understanding.

**3 After the Observation**

3.1 Ask any questions you may have at this stage, ensuring that you record those and the answers given.

3.2 Give the learner feedback on his/her performance explaining which standards/assessment criteria s/he has met or not met. Always be constructive and explain what the next steps should be.

**4 Recording Observation Evidence**

4.1 Achievements should be recorded promptly on the appropriate documentation.

4.2 You need to ensure that you explain why and how you arrived at your assessment decision, not only for the benefit of the learner but also for your own internal quality assurance purposes. It is not sufficient to simply say the task was carried out well.

This template is designed to support the recording of evidence produced as a result of an observable activity.

1. Regulatory qualification number e.g. 600/1234/X [↑](#footnote-ref-1)
2. Regulatory Unit Number e.g. J/123/4567 [↑](#footnote-ref-2)
3. Learning outcome/Assessment criteria reference(s) – activities must be mapped to LOs/ACs [↑](#footnote-ref-3)