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| Learner(s) |  | | |
| Assessor |  | | |
| Observer |  | | |
| Qualification |  | | |
| Component and standard(s) |  | Level |  |

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| Assessment activity observed |
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| Observation of assessment | | Yes | No | Specific examples & feedback | | |
| Assessment procedure explained and negotiated with the learner in an appropriate manner. | |  |  |  | | |
| Assessor remained as unobtrusive as practicable. | |  |  |  | | |
| Learner encouraged to relate evidence to component standards. | |  |  |  | | |
| Questions, if used, were clear and encouraging, did not lead the learner and were relevant to component standards. | |  |  |  | | |
| Prompt, clear, constructive feedback was provided about the assessment decision(s.) | |  |  |  | | |
| Further action agreed with the learner where appropriate. | |  |  |  | | |
| All documentation promptly completed in accordance with centre and awarding organisation systems. | |  |  |  | | |
| Additional comments/action points | | | | | | |
|  | | | | | | |
| Internal verifier’s signature |  | | | | Date |  |