**Guidance for completing the Record of Activity**

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**Please note:**

Records of activity are a source of evidence and **do not** confer an assessment decision unless otherwise stipulated in the specification.

### Observation record

An observation record is used to provide a formal record of an assessor’s observation of individual learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria.

The record should be used to enhance and support learner-generated evidence and should not be used in place of this.

If completing the record for a group of learners, comments need to be individualised for each learner and not generic across the whole group.

Observation records must:

* be used to support learner-generated evidence. This may take the form of visual aids, recorded footage eg, video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or logbook and/or peer assessments records, etc. (where required by the specification/assessment guidance of a unit).
* be completed by the assessor who must have direct knowledge of the specification
* record the assessor’s comments
* be included in the learner’s portfolio, along with the relevant evidence, when submitted for assessment.

The record will:

* relate directly to the evidence requirements in the unit specification
* provide evidence of performance to support subsequent assessment decisions
* be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

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**Witness Statement**

A witness statement is used by somebody other than the assessor to provide a written record of individual learner performance against targeted assessment criteria. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

* the witness is provided with clear guidance on the desirable characteristics required for successful performance
* the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor)
* the learner or witness also provides a statement of the context within which the evidence is set.
* all witness testimonies should be signed and dated by the witness.

Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

The assessor must:

* consider all the information in the witness statement
* note the relevant professional skills of the witness to make a judgement of performance
* review supporting evidence when making an assessment decision
* review the statement with the learner to enable a greater degree of confidence in the evidence
* be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.