## Record of Learner Responses to Oral Questioning

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

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| --- | --- | --- |
| **Assessor’s questioning record** | | |
| **Unit LO(s)/ACs[[2]](#footnote-2)** | **Questions** | **Responses** |
|  |  |  |

I confirm the above is an accurate record of the questioning.

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| Learner signature |  | Date |  |
| Assessor signature |  | Date |  |
| Internal Quality Assurer signature |  | Date |  |

**Guidance on Oral Questioning**

All aspects of related knowledge that cannot be assessed through observation of practical work could be assessed through formal oral questioning techniques.

Points to be considered when questioning learners include:

* Questions should be related to the practical tasks currently being undertaken by the learner, or to a possible work situation.
* Questions should be open[[3]](#footnote-3) to gain the maximum amount of information from the learner.
* The same questions should not be repeated in the course of one assessment session. Questions on the same subject can be asked after a reasonable amount of time has elapsed and further training has been given.
* Questions on the same procedure can be repeated when the task is being performed in a different set of circumstances.
* It is important that questions are clearly understood by the learner. Therefore, it may be necessary either to rephrase them, or ask further questions to obtain the required information.
* Even if procedures are observed as being carried out correctly, the assessor must not assume that the learner is aware of the knowledge underpinning the particular activity. In these circumstances, questions can be directed at why the learner is performing the procedure in a particular way or how the learner would perform the same task in a different set of circumstances.

1. Regulatory qualification number [↑](#footnote-ref-1)
2. Learning Outcome [↑](#footnote-ref-2)
3. An open question does not require an answer of yes or no but a fuller response [↑](#footnote-ref-3)