Professional Discussion

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

|  |  |
| --- | --- |
| **Unit Reference(s)[[2]](#footnote-2) LO(s)/AC(s)[[3]](#footnote-3)** | **Areas to be covered within the discussion** |
|  |  |
| **Unit Reference(s) LO(s)/AC(s)** | **Details of Discussion** |
|  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Signature** |  | **Date** |  |
| **Assessor Signature** |  | **Date** |  |
| **Internal Quality Assurer Signature** |  | **Date** |  |

**Guidance on undertaking a Professional Discussion**

A professional discussion provides an opportunity for an assessor to gather further information regarding a learner’s understanding and knowledge and must be planned and agreed in advance with the learner. This method is used when assessing more complex tasks with a requirement to provide in-depth knowledge across a number of standards/assessment criteria.

**1 A professional discussion:**

1.1 is a conversation rather than a question and answer session. You may ask questions, but the expectation is that the learner leads the discussion for which they have been able to prepare;

1.2 can occur when the assessor requires further information to confirm an assessment decision following for example a witness testimony or any other scenario where the assessor was unable to be present due to confidentiality or other exceptional circumstances;

1.3 may be a more appropriate method of assessment, where there are issues of sensitivity, confidentiality or authenticity or, to which a learner may be more suited due to some disability.

1.4 cannot replace evidence of a skill or competence but can provide additional information to secure understanding and the knowledge requirements underpinning them.

**2 Role of the Assessor**

2.1 Preparing the learner for the discussion in terms of the standards/assessment criteria the discussion is to cover and where and when that discussion will take place.

2.2 You will be skilled in interviewing, questioning and listening but able to allow the learner to take the lead in demonstrating not only their knowledge but also evidence of decision making and analytical skills.

2.3 You will focus on the key elements during the discussion from the standards/assessment criteria for which you are assessing. You should move the discussion on when you have heard enough.

2.4 You must record the main points the learner makes. This would not necessarily be verbatim (unless recording electronically), but bullet points referenced against the relevant standard/assessment criteria will support the assessment and any quality assurance processes.

2.5 You must give the learner feedback and explain what the learner needs to do next.

2.6 Next steps need to be recorded as action points with timescales which are agreed with the learner.

The template has been devised to assist you with recording the evidence of a professional discussion.

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)