Witness Statement

|  |  |  |  |
| --- | --- | --- | --- |
| **Learner Name** |  | **Reg.**  **ID[[1]](#footnote-1)** |  |
| **Qualification Title** |  | **QAN[[2]](#footnote-2)** |  |
| **Unit Title(s)** |  | **URN(s)[[3]](#footnote-3)** |  |
| **Location** |  | | |
| **Date** |  | | |
| **Witness Name** |  | | |
| **Witness Contact Details** |  | | |
| **Relationship to Learner** |  | | |
| **LO/AC**  **Reference(s)[[4]](#footnote-4)** | **Nature of Activity** | | |
|  |  | | |
|  | **Witness Statement** | | |
|  |  | | |

We confirm that the above is an accurate record of the activity undertaken

|  |  |
| --- | --- |
| **Learner signature** |  |
| **Witness signature** |  |

I confirm / do not confirm (delete as appropriate) achievement of the assessment activity

|  |  |  |  |
| --- | --- | --- | --- |
| **Action(s) required** |  | | |
| **Assessor signature** |  | **Date** |  |
| **Internal Quality Assurer signature** |  | **Date** |  |

**Guidance for Witness Testimony**

An Assessor cannot always be present when learners are performing at work or in a placement. A reliable account from another person can confirm whether the learner has carried out a task successfully and has met the standard required for the qualification i.e. the learning outcomes and/or assessment criteria stipulated have been met.

Your witness can be drawn from a number of areas within the workplace/placement and could include supervisors, line managers or other experienced people within the organisation. Sometimes as assessment strategy may require that an Expert Witness is used, particularly in a vocational context. This person will have expertise in the vocational area and may be working with the learner in the workplace/placement.

As an Assessor it is your responsibility to ensure that your witness has the experience and/or qualifications to act in this capacity. They do not have to be an expert in assessment but must be able to produce a report which can confirm that the learner has performed to the standard required and can demonstrate his/her understanding. Identification of such a person is ideally done during the assessment planning process.

You must be clear what you want your witness to contribute and the evidence you wish to see. You will need to ensure that they use their own words and are objective in their reporting i.e. what they see the learner do rather than commenting on the person or making value judgements about him/her. It is important that both the learner and the witness confirm that the reporting of the activity is an accurate reflection of what occurred.

Once the witness testimony has been completed it is your decision, as the assessor, to confirm whether the evidence provided is reliable and the learner has met the standard in question.

The template is a guide to the type of information required that will assist with accurate recording of a witness testimony and will provide appropriate evidence for both internal and external quality assurance activity. Witness testimony can be written down but could also be recorded.

1. Learner registration/enrolment number [↑](#footnote-ref-1)
2. Regulatory qualification number e.g. 600/1234/X [↑](#footnote-ref-2)
3. Regulatory Unit Number e.g. J/123/4567 [↑](#footnote-ref-3)
4. Learning Outcome/Assessment Criteria reference(s) – activities must be mapped to LOs/ACs [↑](#footnote-ref-4)