

The role of the assessor

The primary role of the assessor continues as outlined in the [AIM assessment guidelines](#). In addition to this, for teacher assessed grades, **the assessor must specifically ensure that there is evidence of:**

- a completed **evidence checklist**
- objective assessment
- evidence-based assessment
- why the learner is eligible for the teacher assessed grade
- using the qualification guidance and specification
- applying the minimum evidential threshold to the teacher assessed grade from the qualification guidance documents

The evidence an assessor might provide to support their judgements includes:

- The learner's performance on any assessment for the qualification, even if this is only partially completed. Internal assessment should be completed as far as possible.
- The learner's performance on any class or homework assessments and mock exams taken.
- Records of the periodic assessment data that outlines a learner's performance over their completion of the programme, including, for example, progress review data, classwork, and/or participation in practical activities, demonstrations, and performances.

The assessor must ensure that the learner evidence used to support the teacher assessed grade is retained by the centre **until six months after the date of the issue of the result**, or the conclusion of any appeal in relation to that result, whichever is later.

The assessor must ensure that the evidence for the teacher assessed grade:

- is consistent in the judgements that they use to arrive at their teacher assessed grades for learners taking the same qualification (eg through the provision of exemplar materials, or other support materials)
- is consistent in the evidence that it uses to arrive at its teacher assessed grades for learners taking the same qualification (eg through the provision of guidance by the awarding organisation on the evaluation of evidence)
- is satisfied that the evidence they use can be authenticated as having been generated by the relevant learner, and where appropriate, under any required conditions specified by AIM

The assessor must consider any special consideration that has been granted to a learner and document the process:

- Consider if the learner would normally have had a special consideration or reasonable adjustment applied to the assessment and if this has been detrimental to their evidence base and teacher assessed grade.
- Discuss this with your Internal Quality Assurer (IQA) and source evidence to support any change in grade (eg, SENCO statement). Document in your assessment decisions.

The assessor must consider any reasonable adjustment that has been agreed for a learners, and document the process:

- Consider the lack of that adjustment on the current assessment method and the impact on the learner in producing any evidence which is used to inform the teacher assessed grade for that learner.
- Discuss this with your IQA and source evidence to support any change in grade (eg SENCO statement). Document in your assessment decisions.

A centre must provide a result for each individual component they are wishing to claim, per learner, on their eRAC and upload this to the portal for the internal verifier and external verifier/AIV to verify.

Claiming deadlines

Claims which require UCAS and any TAGs replacing an external examination, **must be uploaded by 15 June 2021 and externally verified (EV) by 30 June.**

All remaining TAG claims must be uploaded to the portal no **later than 31 August 2021**. Any uploaded to the portal after this date will be returned uncertificated. You may arrange the external verification by completing an [EV request](#) on the AIM website or by contacting your EV directly. You should schedule your external verification to take place **within 14 days of your planned eRAC submission.**