Unit 5

Title:	Understanding assessment in education and training
	R/505/0050
Level:	3
Credit value:	3
Guided learning hours:	12
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes	Assessment criteria	
1. Understand types and methods of assessment used in education and training	1.1	Explain the purposes of types of assessment used in education and training
	1.2	Describe characteristics of different methods of assessment in education and training
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs
2. Understand how to involve learners and others in the assessment process	2.1	Explain why it is important to involve learners and others in the assessment process
	2.2	Explain the role and use of peer and self-assessment in the assessment process
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process
3. Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback
	3.2	Explain how constructive feedback contributes to the assessment process
	3.3	Explain ways to give constructive feedback to learners
4. Understand requirements for keeping records of assessment in education and training	4.1	Explain the need for keeping records of assessment of learning
	4.2	Summarise the requirements for keeping records of

		assessment in an organisation

Recommended content for the delivery of this unit

Types of assessment, for example:

- initial, diagnostic, formative, holistic, summative

Methods of assessment, their strengths and limitations, and how they can be adapted to meet individual needs, for example, those applicable to:

- assignments
- case studies
- discussions
- essays
- exams
- gapped handouts
- observations
- puzzles and quizzes
- questions: oral and written
- tests and exams

Involving learners and others in the assessment process, for example, by:

- ensuring learners are fully briefed and agree to appropriate activities and target dates
- taking individual learner needs into account
- ascertaining and building on prior learning and experience
- enabling the learner to discuss what progress they are making
- involving others who are associated with the learner, for example, other assessors, workplace supervisors etc, to ensure they are aware of progress and achievement

Peer and self assessment, for example:

- peer assessment involves a learner assessing another learner's progress
- self-assessment involves a learner assessing their own progress
- the advantages and disadvantages of both
- encouraging learners to make decisions about what has been learnt so far, take responsibility for their learning and become involved with the assessment process

Sources of information for learners and others, for example:

- the standards, qualification, job role or units to be assessed
- assessment plans
- feedback records
- websites, text books and journals
- progress and achievement records

Constructive feedback, for example key features such as:

- using the learner's name

- asking the learner how they feel they have done, before telling them
- giving specific feedback regarding what was, and what wasn't achieved
- making feedback a two way process to allow a discussion to take place
- being aware of body language
- setting new targets or action points
- how feedback contributes to the assessment process by:
- enabling learners to know what progress they have made, what they have achieved and any action that may be required
- creating opportunities for clarification and discussion
- emphasising progress rather than failure
- helping improve confidence and motivation
- identifying further learning opportunities
- ways to give feedback such as:
- formally, informally
- directly, indirectly
- constructive, destructive
- objective, subjective
- evaluative, descriptive
- Assessment records, for example:
- achievement dates and grades
- assessment plans
- assessment feedback records
- authentication declarations/statements
- initial and diagnostic assessment results
- learning preference results
- observation checklists
- progress reviews
- records of questions and responses
- The need to keep records of assessment, for example:
- to show an audit trail of progress and achievement in case of an appeal for internal and external quality assurance purposes for funding purposes to comply with relevant legislation, policies and procedures.

Unit 6

Title:	Understanding the principles and practices of assessment
	D/601/5313
Level:	3
Credit value:	3
Guided learning hours:	24

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development
	1.2	Define the key concepts and principles of assessment
	1.3	Explain the responsibilities of the assessor
	1.4	Identify the regulations and requirements relevant to assessment in own area of practice
2. Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners
3. Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment
	3.2	Evaluate the benefits of using a holistic approach to assessment
	3.3	Explain how to plan a holistic approach to assessment
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility
	3.5	Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process

	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners
5. Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: – sufficient – authentic, and – current
	5.2	Explain how to ensure that assessment decisions are: – made against specified criteria – valid – reliable, and – fair
6. Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process
	6.2	Summarise quality assurance and standardisation procedures in own area of practice
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment
	7.2	Explain how feedback and questioning contribute to the assessment process
8. Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
	8.2	Explain the contribution that technology can make to the assessment process
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process

This unit relates to the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.