iTEC

Understanding assessment in education and training

VRQ

UET5

Learner name:

Learner number:

R/505/0050

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

Assessor name	Assessor signature	Assessor initials	Assessor number (optional)

Understanding assessment in education and training
UET5

The aim of this unit is to enable you to understand how different types and methods of assessment are used in education and training. This includes ways to involve learners in assessment and requirements for record keeping.
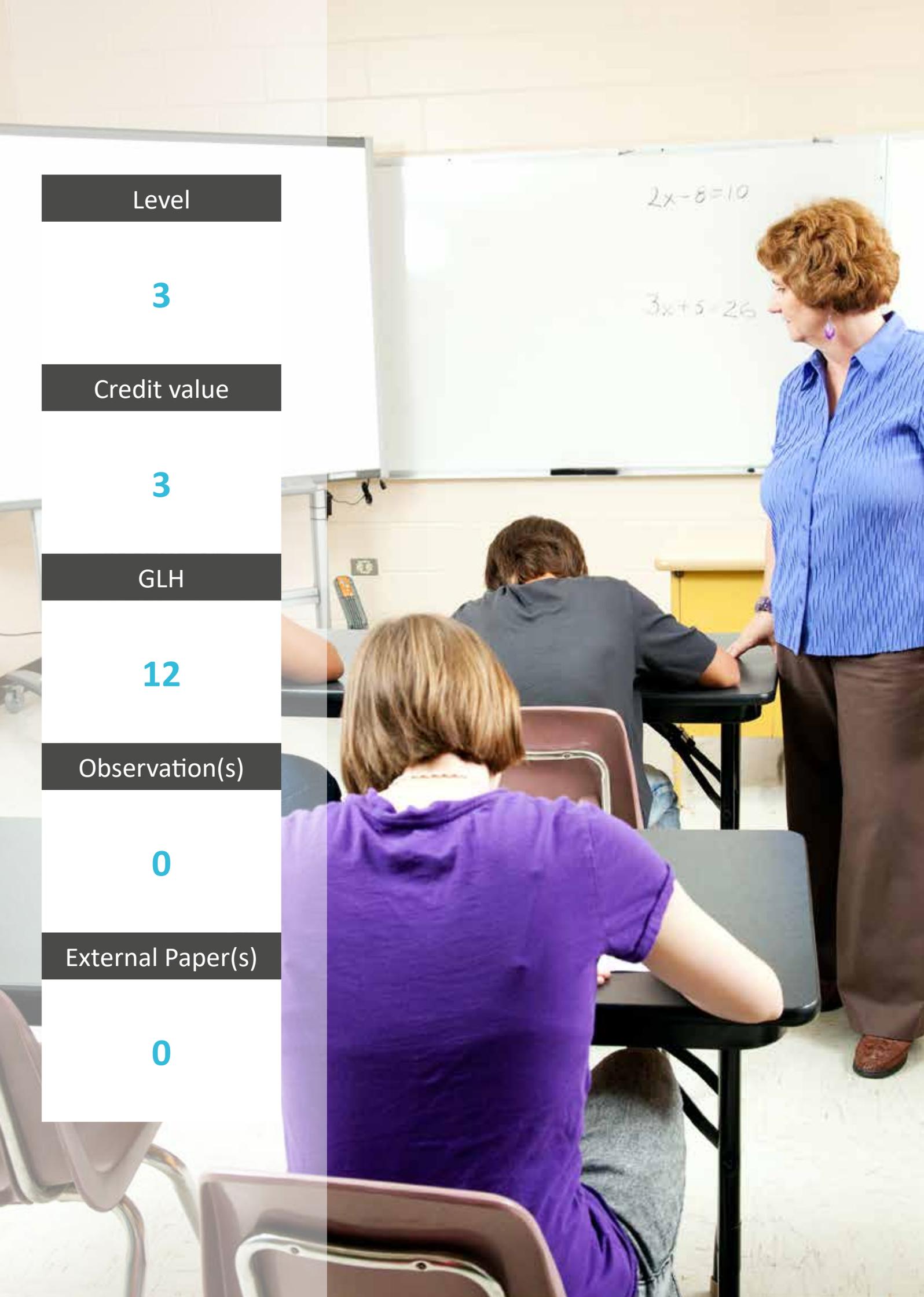
Level
3

Credit value
3

GLH
12

Observation(s)
0

External Paper(s)
0

Understanding assessment in education and training

Learning outcomes

On completion of this unit you will:

1. Understand types and methods of assessment used in education and training

2. Understand how to involve learners and others in the assessment process

3. Understand the role and use of constructive feedback in the assessment process

4. Understand requirements for keeping records of assessment in education and training

Evidence requirements

1. **Achieving assessment criteria**
   There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

2. **Knowledge outcomes**
   There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

3. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

4. **External paper**
   There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 1

UET5

Understand types and methods of assessment used in education and training

You can:	Portfolio reference
a. Explain the purposes of types of assessment used in education and training	
b. Describe characteristics of different methods of assessment in education and training	
c. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs	
d. Explain how different assessment methods can be adapted to meet individual learner needs	

Learning outcome 2

Understand how to involve learners and others in the assessment process

You can:	Portfolio reference
a. Explain why it is important to involve learners and others in the assessment process	
b. Explain the role and use of peer- and self-assessment in the assessment process	
c. Identify sources of information that should be made available to learners and others involved in the assessment process	

Learning outcome 3

Understand the role and use of constructive feedback in the assessment process

You can:	Portfolio reference
a. Describe key features of constructive feedback	
b. Explain how constructive feedback contributes to the assessment process	
c. Explain ways to give constructive feedback to learners	

Learning outcome 4

Understand requirements for keeping records of assessment in education and training

You can:	Portfolio reference
a. Explain the need to keep records of assessment of learning	
b. Summarise the requirements for keeping records of assessment in an organisation	

Notes

Use this area for notes and diagrams

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand types and methods of assessment used in education and training

Purpose of types of assessment:
Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current. Screening, initial, diagnostic, formative, summative, different stages of self-assessment, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning.

Characteristics of different methods of assessment:
Methods of assessment (e.g. computerised, group work, practical work, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability.

Strengths and limitations of different assessment methods:
Screening, initial, diagnostic, formative, summative. Methods of assessment (e.g. computerised, group work, practicals, presentations, question and answer, test, role play, witness testimony), formal and informal assessment, validity, reliability.

Different assessment methods can be adapted to meet individual learner needs:
Principles of applying special assessment arrangements, awarding organisation requirements for meeting special assessment arrangements to meet needs of individual learners, organisational policy and practice.

Learning outcome 2: Understand how to involve learners and others in the assessment process

Importantance of involving learners and others in assessment process:
Empowerment, access, participation and achievement, awarding organisation requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback.

Role and use of peer and self-assessment in the assessment process:
Learner autonomy and participation, self-assessment on carrying out assessment, use of outcome measures including feedback from peers, witness testimonies, observation reports, appraisal and achievement of goals/targets, identification of strengths and weaknesses, achievements and opportunities for improvement, conclusions, setting of personal goals and personal development planning.

Sources of information that should be made available to learners and others:
Standards for assessment, awarding organisation requirements, including learning outcomes and assessment criteria, assessment method and plan, types of evidence, tasks, reasonable adjustments and special considerations, timing, venue, expected outcomes, assessment decisions and feedback, benchmarking, milestones, progress and achievement.

Learning outcome 3: Understand the role and use of constructive feedback in the assessment process

Key features of constructive feedback:
Use questioning and feedback in the assessment for and of learning, questioning techniques, written, verbal and non-verbal communication, inclusive language, positive opening statement, state suggested improvements, reinforce positive learning or competence.

How constructive feedback contributes to the assessment process:
Collaboration/agreement of assessment decisions, motivation, identify further assessment needs, identify learner needs to improve achievement, corroboration of assessment decisions, opportunity for development, target/goal setting.

Ways to give constructive feedback to learners:
Written/verbal/non-verbal communication, involving the learner in the feedback process, for example, 'praise sandwich', objective approach, focus on task not the individual, only address things that can be changed and end on a positive note.

Learning outcome 4: Understand requirements for keeping records of assessment in education and training

Need to keep records of assessment of learning:
To communicate assessment information to learners and other professionals with an interest in learner achievement, awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication.

Requirements for keeping records of assessment in an organisation:
Awarding organisation and centre procedures to maintain a transparent audit trail that can be accessed by all relevant internal and external stakeholders.

Notes

Use this area for notes and diagrams

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