

Understanding the principles and practices of assessment

VRQ

UV30563

Learner name:

Learner number:

D/601/5313





VTCT

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.

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

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.

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

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

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Understanding the principles and practices of assessment

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The aim of this unit is to develop your knowledge and understanding of the principles and practices of assessment.



Level
3
Credit value
3
GLH
24
Observation(s)
0
External Paper(s)
0

Level

3

Credit value

3

GLH

24

Observation(s)

0

External Paper(s)

0

Understanding the principles and practices of assessment

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Learning outcomes

On completion of this unit you will:

1. Understand the principles and requirements of assessment
 2. Understand different types of assessment method
 3. Understand how to plan assessment
 4. Understand how to involve learners and others in assessment
 5. Understand how to make assessment decisions
 6. Understand quality assurance of the assessment process
 7. Understand how to manage information relating to assessment
 8. Understand the legal and good practice requirements in relation to assessment
3. **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.
 4. **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.
 5. **External paper**
There is no external paper requirement for this unit.

Evidence requirements

1. **Specific unit requirements**
All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
2. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

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:

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

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

Learning outcome 1

Understand the principles and requirements of assessment

You can:	Portfolio reference
a. Explain the functions of assessment in learning and development	
b. Define the key concepts and principles of assessment	
c. Explain the responsibilities of the assessor	
d. Identify the regulations and requirements relevant to the assessment in own area of practice	

Learning outcome 2

Understand different types of assessment method

You can:	Portfolio reference
a. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	

Learning outcome 3

Understand how to plan assessment

You can:	Portfolio reference
a. Summarise key factors to consider when planning assessment	
b. Evaluate the benefits of using a holistic approach to assessment	
c. Explain how to plan a holistic approach to assessment	
d. Summarise the types of risks that may be involved in assessment in own area of responsibility	
e. Explain how to minimise risks through the planning process	

Learning outcome 4

Understand how to involve learners and others in assessment

You can:	Portfolio reference
a. Explain the importance of involving the learner and others in the assessment process	
b. Summarise types of information that should be made available to learners and others involved in the assessment process	
c. Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	
d. Explain how assessment arrangements can be adapted to meet the needs of individual learners	

Learning outcome 5

Understand how to make assessment decisions

You can:	Portfolio reference
a. Explain how to judge whether evidence is: <ul style="list-style-type: none">• sufficient• authentic• current	
b. Explain how to ensure that assessment decisions are: <ul style="list-style-type: none">• made against specified criteria• valid• reliable• fair	

Learning outcome 6

Understand quality assurance of the assessment process

You can:	Portfolio reference
a. Evaluate the importance of quality assurance in the assessment process	
b. Summarise quality assurance and standardisation procedures in own area of practice	
c. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	

Learning outcome 7

Understand how to manage information relating to assessment

You can:	Portfolio reference
a. Explain the importance of following procedures for the management of information relating to assessment	
b. Explain how feedback and questioning contribute to the assessment process	

Learning outcome 8

Understand the legal and good practice requirements in relation to assessment

You can:	Portfolio reference
a. Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	
b. Explain the contribution that technology can make to the assessment process	
c. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	
d. Explain the value of reflective practice and continuing professional development in the assessment process	

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 the principles and requirements of assessment

Functions of assessment:

Awarding organisation, regulatory requirements and occupational standards, assess achievement plan progression and development, identification of further training needs, reasonable adjustments and specific considerations for assessment, methods and modes of delivery of assessment.

Key concepts and principles:

Assessment opportunities linked to learning, collaboration/agreement between assessor, centre and learner, achievements and opportunities for development and improvement, enhancement of achievement, identification of learner needs, reasonable adjustments, recognition of prior learning.

Responsibilities of assessor:

Regulatory and awarding body requirements and occupational standards, organisational requirements, knowledge of internal verification processes, reliability and credibility of assessment decisions, recognition of learner needs, recognition of prior learning, occupational/vocational competence and currency, continuing professional development opportunities for personal development and improvement.

Regulations and requirements in own area of practice:

Regulatory bodies and their directives including Ofqual, SQA, DfES, CCEA, sector skills councils and awarding organisations, centre requirements, internal and external verification processes and strategies, self-assessment reviews and self-improvement plans, legislation including equality and diversity, health, safety and welfare, risk assessment and accident reporting procedures, standardisation and moderation.

Learning outcome 2: Understand different types of assessment method

Strengths and limitations of assessment methods used by individual learners:

Regulation and good practice requirements, recognition of initial assessment of learners, reasonable adjustments and special considerations, specific conditions in relation to time, resources, staffing, technology and work environment, recognition of prior learning, holistic approach to assessment, enhancement of skills and knowledge, improvement opportunities, advantages and disadvantages of assessment methods such as practical observation, oral and written questioning, projects and assignments, witness testimonies and discussions.

Learning outcome 3: Understand how to plan assessment

Key factors when planning assessment:

Acknowledging regulatory body requirements, awarding organisation requirements and centre requirements, occupational expertise of assessor, learner needs, assessment plan, including timing and venue, assessment methods including observation of performance, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, witness testimony, learner statements and recognising prior learning, range opportunities.

Benefits of holistic approach:

Amalgamation of knowledge and understanding outcomes with practical outcomes including range statements and variety of activities, natural progression from one outcome to another in a work environment, beneficial to learner development.

Planning holistic approach:

Assessment opportunities, to take advantage of naturally occurring outcomes using a variety of activities.

Types of risks involved in assessment:

Limitations affecting assessment and opportunities for assessment, lack of assessor expertise/occupational competence, assessment risks such as resources not fit for purpose and unsuitable timing, assessment plan is not valid, fair and reliable, occupational risks such as health, safety and welfare, equality and diversity, first aid and emergency procedures, data protection and confidentiality.

Minimising risks in assessment:

Following clear directives from regulatory bodies, applying specified criteria and standards, ensuring appropriate staff occupational/assessment experience, documented rationale for assessment, identifying learner needs, considering reasonable adjustments and special considerations, appeals procedures, equality and diversity, health, safety and welfare, safeguarding and security, using appropriate methods of assessment, applying standardisation, clear audit trail for evidencing assessment decisions, tracking.

Learning outcome 4: Understand how to involve learners and others in assessment

Types of information available to learner and others:

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.

Use of effective peer and self assessment to promote learner involvement and responsibility:

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.

Adapting assessment for individual needs:

Initial assessment of learners, aligned with regulations and good practice requirements, negotiation of plan with learner, reasonable adjustments and special considerations, specific conditions in relation to time, resources, technology and work environment, recognition of prior learning.

Learning outcome 5: Understand how to make assessment decisions

Judging evidence:

In line with awarding organisation and centre requirements, rationale provided for assessment decisions including credibility and authenticity with learning programme and outcomes, assessment evidence to be sufficient, current and reliable.

Confirming assessment decisions:

Judgement against specified criteria, rationale and justification provided for assessment decisions, evidence to be valid, current and relevant to occupational standards, achievement of outcomes and ranges to be confirmed, authenticity, reliability and sufficiency of evidence to be confirmed using standardisation procedures, mark sheets, record cards, sampling and verification, replication of assessment tasks under identical/similar conditions/context.

Learning outcome 6: Understand quality assurance of the assessment process

Importance of quality assurance for assessment:

To meet regulatory body, awarding organisation and centre requirements, use of standardisation, credibility of assessment decisions, internal and external verification procedures, cohesive process, evaluation procedures, opportunities for improvement.

Standardisation procedures in own occupational area:

In accordance with centre and awarding organisation policies and occupational standards, standardisation of assessment method, paperwork, collaboration/agreement of learner feedback, standardisation meetings, sharing good practice, internal and external verification procedures, shadowing, evaluation procedures.

Procedures following disputes concerning assessment:

Awarding organisation and centre procedures, documented appeals procedure, process for appeal, including appropriate personnel, confidentiality, ensure no discrimination, outcome to procedure, transparent audit trail.

Learning outcome 7: Understand how to manage information relating to assessment

Management of information:

Accurate reflection of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral and written questioning, to be aligned with centre and awarding organisation policies, legislative requirements.

Contribution of feedback to 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.

Learning outcome 8: Understand the legal and good practice requirements in relation to assessment

Legal issues, policies and procedures relevant to assessment:

Regulatory bodies including Ofqual, SQA, DfES and CCEA, sector skills councils and awarding organisations, legislation including health and safety, equality and diversity, procedures including first aid and emergency procedures, risk assessment, accident reporting procedures, hygiene and duty of care, safe recording and storage of information, data protection, standardisation and moderation of assessors, peer observations, continuing professional development.

Contribution of technology in assessment process:

Use of new technology such as online testing, initial testing, electronic projects/assignments, e-portfolios, audio and visual evidence, electronic feedback and discussion forums, distance learning, consideration of authenticity and reliability of evidence, record keeping and storage, appropriate systems and software, electronic safeguarding and security.

Evaluation of equality and diversity regarding assessment:

Recognising equality and diversity including bilingualism, legislative requirements, codes of practice, flexibility in planning, implementation and quality assurance, provision of additional resources and support.

Value of continuing professional development and reflective practice:

Self-assessment on carrying out assessment, use of outcome measures including feedback from learners and colleagues, 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.

Notes

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