

# Assessing learners in education and training

## UET9

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The aim of the unit is to enable you to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate your own assessment practice. You will cover the expectations in relation to the minimum core in assessing learners in lifelong learning.

Level

4

Credit value

6

GLH

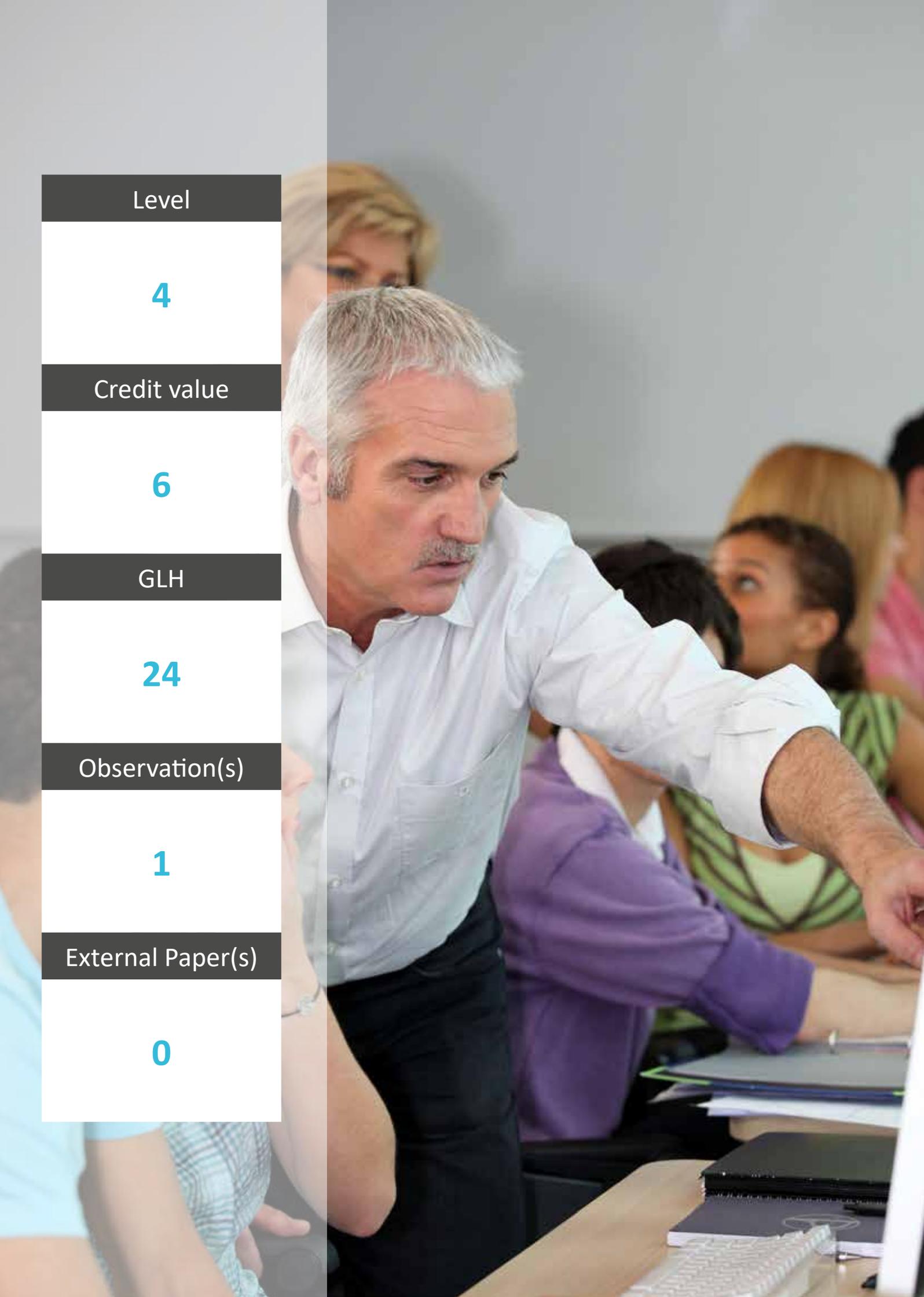
24

Observation(s)

1

External Paper(s)

0



### Learning outcomes

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#### On completion of this unit you will:

1. Be able to use types and methods of assessment to meet the needs of individual learners
2. Be able to carry out assessments in accordance with internal and external requirements
3. Be able to implement the minimum core when assessing learners
4. Be able to evaluate own assessment practice

### Evidence requirements

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1. **Environment**  
Evidence for this unit must be gathered within real teaching and learning environment.
2. **Simulation**  
Simulation is not permitted for this unit.
3. **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.
4. **Teaching practice**  
There is a requirement to observe and assess teaching practice in this unit. To achieve this unit, you must be able to provide evidence of a minimum of one assessed observation of teaching practice confirming competent performance.
5. **Observation outcomes**  
Competent performance of Observation outcomes must be demonstrated to your assessor on **at least one occasion**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.
6. **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.
7. **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.
8. **External paper**  
There is no external paper requirement for this unit.

# Achieving observations

## Achieving observation outcomes

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Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

## Learning outcome 1

Be able to use types and methods of assessment to meet the needs of individual learners

**You can:**

- a. Use types and methods of assessment to meet the individual needs of learners
- b. Use peer and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning
- c. Use questioning and feedback to contribute to the assessment process

\*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

## Learning outcome 2

Be able to carry out assessments in accordance with internal and external requirements

**You can:**

- a. Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current
- b. Conduct assessments in line with internal and external requirements
- c. Communicate assessment information to other professionals with an interest in learner achievement

\*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

## Learning outcome 3

Be able to implement the minimum core when assessing learners

**You can:**

- a. Apply minimum core elements in assessing learners

\*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

# Developing knowledge



## Achieving knowledge outcomes

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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

Be able to use types and methods of assessment to meet the needs of individual learners

You can:	Portfolio reference
d. Explain the purposes of types of assessment used in education and training	
e. Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners	

## Learning outcome 2

Be able to carry out assessments in accordance with internal and external requirements

You can:	Portfolio reference
d. Identify the internal and external assessment requirements and related procedures of learning programmes	
e. Record the outcomes of assessments to meet internal and external requirements	

## Learning outcome 3

Be able to implement the minimum core when assessing learners

You can:	Portfolio reference
b. Analyse ways in which minimum core elements can be demonstrated in assessing learners	

## Learning outcome 4

Be able to evaluate own assessment practice

You can:	Portfolio reference
a. Review the effectiveness of own assessment practice, taking account of the views of learners and others	
b. Identify areas for improvement in own assessment practice	

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: Be able to use types and methods of assessment to meet the needs of individual learners

### Use of peer and self-assessment:

Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning. Peer assessment, self- assessment, action planning, SMART targets (specific, measurable, achievable, relevant, timely), negotiation skills, strengths and limitations of peer group assessment, strengths and limitations of self-assessment, learner autonomy.

### Use of questioning and feedback:

Questioning techniques, written, verbal and non-verbal communication, inclusive language, effective feedback, coverage including affirmation of achievement or identification of further work required for assessment and progression, use of communication and interpersonal skills including sensitive and empathetic approach (as required), effective use of body language and voice, positive, constructive and supportive feedback, appropriateness of feedback in terms of level related to criteria and standards, achievements and opportunities for improvement highlighted with development plans outlined.

### Purposes of types of assessment:

Different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative, summative), different methods of assessment (e.g. computerised, group work, practical, presentations, questions and answer, role play, witness testimony), formal and informal assessment, validity, reliability, adaptation of assessment arrangements to meet the needs of individual learners.

### Effectiveness of assessment methods:

Awarding organisation and regulatory requirements, assessment criteria and standards, assessment opportunities, strengths and limitations of assessment methods; including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, opportunities for assessment relevant to standards, fairness relevant to opportunities for achievement of outcomes, value of an holistic approach.

## Learning outcome 2: Be able to carry out assessments in accordance with internal and external requirements

### Assessment types and methods:

Different forms of assessment (self, peer, ipsative, criterion referenced, normative referenced, assessment of learning, assessment as learning, assessment for learning), different stages of assessment (screening, initial, diagnostic, formative), summative assessment methods including observation of performance, skills tests, written evidence (i.e. projects, assignments, independent papers and journals), oral and written questioning, case studies, simulation, witness testimony, learner statements and recognition of prior learning, opportunities relevant to standards, fairness relevant to opportunities for achievement of outcomes, value of a holistic approach.

### Assessments in line with internal and external requirements:

Accurate and detailed records providing detail of activities/occurrences, range of assessment methods documented, action plans/personal development plans, completed assessment logbooks/pro-formas, records of oral questioning and written assessment, alignment with centre and awarding organisation policies, legal requirements for records.

### Communicate assessment information to other professionals:

Awarding organisation requirements, regulatory and funding organisation requirements, internal organisational policy and practice, accuracy, legibility, written communication, methods of communication (e.g. memo, email, poster, notice board, publication).

### Internal and external assessment requirements and related procedures of learning programmes:

Awarding organisation requirements, evidence requirements, adaptation of assessment arrangements to meet the needs of individual learners, legislation impacting upon assessment (Data Protection Act, Freedom of Information Act, Equality Act, Health and Safety Act, organisational policy and practice), different types of assessment, screening, initial, diagnostic, formative, summative.

## Learning outcome 3: Be able to implement the minimum core when assessing learners

### Application of minimum core elements:

Adult literacy core curriculum, adult numeracy core curriculum, models of embedding core curricula (e.g. dual skills teaching (one teacher), integrated team teaching (team of teachers with complementary expertise working together), linked or contextualised teaching (language, literacy, numeracy (LLN) linked to the vocational area using contextualised material), other forms of active collaboration between teachers to support learners' progress towards vocational and LLN goals, signposting adult core curricula references.

### Ways core elements can be demonstrated:

Adult literacy core curriculum, adult numeracy core curriculum, adult ESOL core curriculum, lesson planning, different models of embedding core curricula (e.g. fully integrated, sandwich model), written, verbal and non-verbal communication.

## Learning outcome 4: Be able to evaluate own assessment practice

### Effectiveness of own assessment:

Models of reflection (e.g. Gibbs, Schon), self-reflective practice, learner evaluation, using feedback from a range of suitable sources (e.g. learner, internal verifier, external verifier).

### Areas for improvement in own assessment practice:

Models of reflection (e.g. Gibbs, Schön), self-reflective practice, learner evaluation, using feedback from a range of suitable sources (e.g. learner, internal verifier, external verifier), standardisation meetings, sharing best practice, action planning, SMART targets (specific, measurable, achievable, relevant, timely).

# Notes

Use this area for notes and diagrams



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