

Level 3 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 3 - Principles and Practice of Assessment

Level 3

QCA Accreditation Number A/500/8956

Unit Description

Unit aims:

- To develop the learners' ability to carry out appropriate and accurate assessments
- To develop the learners' critical understanding of a range of assessment methods which exploit new and emerging technologies
- To develop the learners' knowledge and skills in using feedback in the assessment process

Credit value: 3

Unit synopsis:

This unit is about

- Assessment theory and its application
- Different forms and methods of assessing learning
- How assessment methods can be recorded
- Understanding the role of feedback and questioning in the assessment process

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate

Guidance on delivery for centres

This unit is mandatory and develops a candidate's ability to carry out appropriate and accurate assessments. It would be appropriate for tutors to allow candidates to examine the differences in assessment processes and also to examine the role of assessment within the learning programme.

The knowledge set out against the assessment criteria gives clear indication as to what areas need to be covered within the delivery of this unit. Reference documentation and reading materials can be used prior to taught sessions, to enable a tutor to generate group discussions, case exercises and support practical assessments.

Tutors should consider the optional units and consider the needs of the candidates when designing sessions around this unit.

Guidance on assessment for centres

Assessors need to be satisfied that the candidate has an understanding of the key concepts and principles of assessment from the outset. This may be evidenced within a report or through a professional discussion.

Assessors may also be able to partially assess a candidate through teaching observation or from a reflective journal. As candidates will have built a portfolio of evidence assessors might be able to assess this unit against a range of evidence

generated through other unit assessment within the Certificate programme.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – achieving success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education (2nd Edition)* Learning Matters

Websites

www.ocr.org.uk

www.qca.org.uk

www.dfes.gov.uk

www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand key concepts and principles of assessment

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Identify and define the key concepts and principles of assessment	<ul style="list-style-type: none">• Distinctions between formative and summative assessment• The role of assessment in the overall evaluation of a learning programme	<ul style="list-style-type: none">• Report• DVD Presentation

2. Understand and use different types of assessment

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Explain and demonstrate how different types of assessment can be used effectively to meet the individual needs of the learners	<ul style="list-style-type: none">• Continuous assessment and end-of-programme assessment processes and when to use them• Different types of practical assessment	<ul style="list-style-type: none">• Report• DVD Presentation

3. Understand the strengths and limitations of a range of assessment methods, including, as appropriate, those which exploit new and emerging technologies

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Identify the strengths and limitations of a range of assessment methods with reference to the needs of	<ul style="list-style-type: none">• The advantages and disadvantages of different forms of Assessment• Key principles of assessment• Understand the range of assessment methods	<ul style="list-style-type: none">• Report

	particular learners and key concepts and principles of assessment		
3.2	Use a range of assessment methods appropriately to ensure that learners produce assessment evidence that is valid, reliable, sufficient, authentic and current	<ul style="list-style-type: none"> • How to identify the criteria for evaluating • Creation and implementation of assessment activities • How to use assessment information to monitor the effectiveness of the learning process • Practical procedures 	<ul style="list-style-type: none"> • Assessors observations • Report • Presentations
3.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of their learning		

4. Understand the role of feedback and questioning in the assessment of learning

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Explain how feedback and questioning contributes to the assessment process	<ul style="list-style-type: none"> • How to give and receive feedback • Questioning styles and why these are important • How to use feedback effectively 	<ul style="list-style-type: none"> • Witness testimony • Professional discussion • Reflective journal
4.2	Use feedback and questioning effectively in the assessment of learning		

5. Understand how to monitor, assess, record and report learner progress and achievement to meet the requirements of the learning programme and the organisation

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Specify the assessment requirements and related procedures of a particular learning programme	<ul style="list-style-type: none"> • Continuous assessment and end-of-programme assessment processes and when to use them 	
5.2	Conduct and record assessments which meet the requirements of the learning programme and the organisation, including, where appropriate, the requirements of external bodies	<ul style="list-style-type: none"> • Recording procedures used by awarding bodies • Practical procedures for conducting and recording assessments • Distinctions between relevant assessment and legitimate interest 	<ul style="list-style-type: none"> • Assessors observations • Report • Presentations
5.3	Communicate relevant assessment information to those with a legitimate interest in learner achievement		

6. Understand how to evaluate the effectiveness of own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Reflect on the effectiveness of own practice taking account of the views of learners	<ul style="list-style-type: none"> • How to obtain feedback and plan own personal development • Identify areas for development • Benefits of reflective journal 	<ul style="list-style-type: none"> • Reflective journal