OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 45 - Level 5 Enabling Learning and Assessment (Literacy)

Level 5
QAN Accreditation Number TBC

Unit description

Unit aims

The aim of this unit is to develop an understanding of the theories and practice in assessment of literacy skills in order to promote and develop teaching and learning.

Credit value   15

Unit synopsis

This unit is about:

- Knowledge of theories and principles of assessment
- Understanding of the implications of equality and diversity issues in assessment
- Evaluation and use of appropriate assessment methods, tools and procedures
- Providing appropriate feedback to promote learning
- Reflection on own strengths and weaknesses in relation to knowledge and use of assessment methods.
- Production of an action plan for appropriate Professional Development.

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 candidate. 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
- Workshop activities
- Tutorials

Guidance on delivery for centres

For many candidates this may be the first opportunity to explore in depth the theories and practice of assessment of literacy skills in order to promote and develop teaching and learning.

Appropriate methods of delivery:

- Provision of individual learning plans
- Provision of guidance on the qualification and progression routes to further development
- Provision of opportunities for learning e.g. discussion fora, tutorials, workshop activities etc
- Provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- Observation of peer-to-peer discussions of groups of candidates or of discussions with colleagues
- Observation of candidates working within a partnership
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above

Guidance on assessment for centres

Assessment can include:

- Written assignments
- Case studies/student profiles
- Reports/written/video/digital recording
- Reflective log/self evaluation
- Professional discussion – witness statement
- Presentation to peer group – follow on discussion
- Portfolios of CPD collaboration with other professionals

This is a level 4 qualification and thus the candidate must demonstrate complex skills and knowledge in this particular area of assessment and development of teaching and learning. The ability to recognise and develop thinking across the criteria is to be encouraged but it does mean that written evidence whilst aiming at succinctness and

clarity of thought will need to be of sufficient depth and breadth to meet the level 4 standard. There is an expectation that the written work will be presented at the appropriate level.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which candidates may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.
Materials from the DFES: Standards Unit And Read Write Plus publications- website are also recommended

Brooks, G. Heath, K. and Pollard, A. (Feb 2005) *Assessing Adult Literacy and Numeracy: A Review of Assessment Instruments*: NRDC Publications

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

Crystal, D. (2003) *The Cambridge Encylopedia of the English Language* : OUP

Curzon, L. (1997) *Teaching in Further Education: An Outline of Principles and Practi*ce. 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

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,

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)*

Rowntree, D. (1987) *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.qca.org.uk   Qualifications and Curriculum Authority

www.dfes.gov.uk   Department for Children, Schools and Families

www.lluk.org.uk   Lifelong learning UK

www.nrdc.org.uk   Provides excellent research documents on aspects of literacy

www.move-on.org.uk An approach to improving literacy and numeracy for employees

www.LSNeducation.org Learning and Skills Network.

www.skillsforlifenetwork.com Skills for Life Information

www.sfl.org.uk   Skills for Life Information

www.sflip.org.uk   Lists professional development opportunities through the Skills for Life initiative

www.ocr.org.uk   OCR website

www.ofsted.gov.uk   The Office for Standards in Education

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Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse the application of theories and principles of assessment in relation to practice in own specialist area.	Understand the theories and principles of the assessment of literacy skills. The importance of assessment as an evaluation tool and its place in the quality cycle of an institution.	Produce a written evaluation of assessment methods and relate to theories and principles. Give three examples from your own practice of how you have used assessment to evaluate teaching and learning. Demonstrate how assessment and evaluation are intrinsic to the quality cycle of your institution.
1.2	Analyse the role of assessment in evaluation and quality processes.		

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Critically discuss the implications of equality and diversity issues in assessment for teachers and learners.	Awareness of issues of ethnicity, culture, age, gender, educational background, socio-economic status and social networks which could impact upon the effectiveness of assessment.	Write a written report discussing issues relating to equality and diversity in the assessment process, analysing their impact and discuss strategies to overcome them.

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate.	Screening, initial, diagnostic assessment. Formative, summative assessment methods. Student peer assessment . Evaluations.	Give examples of appropriate assessment methods used in particular contexts. Justify your choice by demonstrating the appropriateness, reliability, validity and fairness of the method chosen. Discuss and critically analyse the assessment tools available:
3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area.	e-assessment. Paper based assessment.	• Formal • Informal • Written • Oral
3.3	Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success.	Knowledge of all assessment methods and tools available for use in literacy teaching and learning.	• Formative • Summative • Initial
3.4	Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.	Awareness of issues of equality and diversity which could impact on the assessment process for teachers and learners. The appropriate procedures for recording assessment results, progress and achievement.	• Diagnostic • Paper based • Computerised Provide three written case studies demonstrating awareness of any issues relating to culture, diversity and learning difficulties or disabilities and provide a commentary of how an appropriate environment and assessment mechanism could be utilised to maximise the learners opportunities to access a fair and valid assessment for literacy. Provide examples of four assessments you

			have conducted and analyse the results. Provide examples of four individual learning plans you have produced with the learner and reviews of the students' progress with an appropriate commentary.

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Justify and use appropriate skills and approaches in giving verbal and oral and written feedback to learners.	The types of feedback used including oral, written, formal and informal. The rationale underpinning the choice taking into account the background of the learner, and context of the learning. Setting up an initial ILP with SMART targets. Reviewing ILPs. Using appropriate skills, verbal and written, to enable the process.	Write a description of how you give feedback to learners and describe how you would ensure feedback given helps them improve their literacy skills and develop as learners. Provide three examples through case studies. This could be provided in a written form or by audio for oral interaction. Include rationale of how you ensured the feedback was useful and how effective you and the learner found it. Carry out two observed one to one interviews with students:
4.2	Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.		- Following appropriate assessment negotiate an individual learning plan with student. This could also be linked to 3.4 - Carry out a review of learning with the students and negotiate a revised ILP. This could also be linked to 3.4

			• Discuss your approach and provide a rationale to justify the choice of targets and strategies chosen to enable improvement and success for this learner. This should be set in context by providing a summary of the student's background and aspirations.

5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Apply minimum core specifications in literacy to improve own practice.	Be familiar with the requirements of the minimum core in relation to your own personal skills of literacy, numeracy and ICT.	Through a written self assessment audit demonstrate achievement of the competences as specified in the functional skills (literacy, numeracy and ICT).
5.2	Apply minimum core specifications in language to improve own practice.		
5.3	Apply minimum core specifications in mathematics to improve own practice.		Through a reflective journal demonstrate achievement of competence through self improvement.
5.4	Apply minimum core specifications in ICT user skills to improve own practice.		

6.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Evaluate and improve the design and effectiveness of formal and informal assessment procedures,	Appropriate theories of literacy acquisition. Using student feedback constructively.	Evaluate three assessment methodologies and analyse their strengths and limitations.

		methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning	Learning styles Evaluation techniques Informal and formal assessment procedures, methods and instruments.	Demonstrate how the design of these assessments could be improved to promote their effectiveness.
6.2	Evaluate own approaches, strengths and development needs in relation to assessment.	Critical analysis of own strengths and weaknesses in relation to assessment Ability to identify one's own development needs.	Keep a reflective log of assessments carried out evaluating your own strengths and weaknesses in relation to the theories and application of assessment techniques.
6.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.	Awareness of own development needs. Knowledge of professional development available both in house and through the Skills for Life Initiative.	From the reflective log produce an action plan with SMART targets to improve own practice in relation to informal and formal assessment. Indicate the type of professional development appropriate to each target for improvement.