

Unit Title: Principles of assessment in lifelong learning

OCR unit number: 14
 Level: Level 3
 Credit value: 3
 Guided learning hours: 12
 Unit reference number: Y/503/1239

Unit purpose and aim

The purpose of the unit is to enable the learner to understand types and methods of assessment used in lifelong learning, ways to involve learners in the assessment process and the requirement to keep assessment records.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand types and methods of assessment used in lifelong learning	The Learner can: 1.1 Explain the types of assessment used in lifelong learning 1.2 Explain the use of methods of assessment in lifelong learning 1.3 Compare the strengths and limitations of assessment methods to meet individual learner needs	Learners to explain what assessment and communication tools, including initial assessment are used to convey progress and achievement in lifelong learning Learners to consider when they would use assessment and its purpose Learners to consider the various assessment methods they would use with their learners and their effectiveness. What influences the assessment method they would choose? Case studies of different learners, learning contexts, subjects and levels could be explored to ascertain how this affects the appropriateness of assessment methods chosen. The learning outcomes and learning domain could also be explored as part of the evaluation process.
2 Understand ways to involve learners in the assessment process	2.1 Explain ways to involve the learner in the assessment process 2.2 Explain the role of peer and self-assessment in the assessment process	Learners could consider the use of ground rules and boundaries within assessment practices. They could explore roles and responsibilities of those involved in the assessment process. Familiarising learners with the findings of Black and Williams' work would be appropriate in

Learning Outcomes	Assessment Criteria	Teaching Content
		supporting learners to explain the role of peer and self assessment.
3 Understand requirements for keeping records of assessment in lifelong learning	3.1 Explain the need for keeping records of assessment of learning 3.2 Summarise the requirements for keeping records of assessment in an organisation	Learners could consider why it is important to comply with organisations' assessment procedures Learners could consider why it is important to comply with the awarding body's prescribed assessment for qualifications Learners could consider why it is important to produce robust records of assessment for audit purposes and to meet internal and external processes and requirements Learners could consider the range of records required to be kept within their organisations and those of their peers, establishing why they are needed, who are they for etc?

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Evidence requirements

This is a knowledge based unit so no specific evidence requirements apply. Candidates only need to demonstrate they meet the assessment criteria.

Guidance on assessment and evidence requirements

Suggestions on the type of evidence that could be produced for this unit include:

- assessments tools and activities
- individual learning plans
- learner programmes
- learner records
- learner feedback
- tutor/peer observations
- self reflections
- evaluations
- minutes of meetings
- personal statements
- professional discussions
- action/development plans
- appraisals
- assignments

- projects
- presentations

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (R_503_1241) to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

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

Black, P. et al (2003) *Assessment for Learning; Putting it into Practice*

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

Gadsby, C & Beere, J. (2012) *Perfect Assessment for Learning*. Independent Thinking Press

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

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

Kennedy, H. (1997) *Widening Participation* (the Kennedy Report) FE

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

Minton, D. (2000) *Teaching Skills in Further and Adult Education*, Thomson

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)

Roger, A. (1952) *The Seven Point Plan*. National Institute of Industrial Psychology
Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Spendlove, D. (2009) *Putting Assessment for Learning into Practice*. Continuum International Publishing Group Ltd.

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

William, D & Black P. (1990) *Inside the Black Box: Raising Standards through Classroom Assessment*. Letts

William, D (2009) *Assessment for Learning: Why, What and How?* Institute of Education

William, D (2011) *Embedded formative Assessment*. Solution Tree.

Websites

www.geoffpetty.com Geoff Petty's website

www.ocr.org.uk OCR web site

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

www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)

www.ifl.ac.uk The Institute for Learning

www.lsis.org.uk The Learning and Skills Improvement Services

<http://www.excellencegateway.org.uk/> The Excellence Gateway

www.niace.org.uk The National Institute of Adult Continuing Education

www.qia.org.uk The Quality Improvement Agency

www.ukces.org.uk UK Commission for Employment and Skills

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system:

- 1.3 Education and training
- 13.1 Teaching and lecturing