

Unit Title: Principles of assessment in lifelong learning

OCR unit number: 13
 Level: Level 4
 Credit value: 3
 Guided learning hours: 12
 Unit reference number: R/503/1241

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 how types and methods of assessment are used in lifelong learning	The Learner can: 1.1 Analyse how types of assessment are used in lifelong learning 1.2 Analyse how assessment methods are used in lifelong learning 1.3 Evaluate strengths and limitations of assessment methods to meet individual learner needs	Learners to analyse how the appropriate assessment and communication tools, including initial assessment are used to convey progress and achievement Learners to consider when they would use assessment and its purpose and map appropriate assessment methods to teaching and learning activities Learners to evaluate assessment methods they would use with their learners and measure their effectiveness. What influences the assessment method they 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 how to involve	2.1 Evaluate how to involve the	Learners could consider the

Learning Outcomes	Assessment Criteria	Teaching Content
learners in the assessment process	<p>learner in the assessment process</p> <p>2.2 Analyse the role of peer and self-assessment in the assessment process</p>	<p>use of ground rules and boundaries within assessment practices. They could evaluate roles and responsibilities of those involved in the assessment process.</p> <p>Researching the work of Black and Williams would be appropriate in supporting learners to analyse the role of peer and self assessment.</p>
3 Understand requirements for keeping records of assessment in lifelong learning	<p>3.1 Explain the need to keep records of assessment of learning</p> <p>3.2 Summarise requirements for keeping records of assessment in an organisation</p>	<p>Learners could consider why it is important to comply with organisations' assessment procedures</p> <p>Learners could consider why it is important to comply with the awarding body's prescribed assessment for qualifications</p> <p>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</p> <p>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?</p>

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
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This is a level 4 unit and therefore the assessment criteria require the candidate to utilise higher order thinking in order 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 ensuring candidates are working at the level required and producing evidence for assessment that is of a level 4 standard.

Centres are encouraged to demonstrate best practice within their own initial teacher training programmes and where possible encourage their learners to reflect and critique on how the learning outcomes have been met within their programme of study and then apply this to their own teaching practice.

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.isis.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