

<b>Unit Title:</b>	<b>Understanding the principles and practices of assessment</b>
OCR unit number	1
Sector unit number	1
Level:	3
Credit value:	3
Guided learning hours:	24
Unit expiry date:	31/03/2015

### Unit purpose and aim

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1. Understand the principles and requirements of assessment</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain the functions of assessment in learning and development</p> <p>1.2 Define the key concepts and principles of assessment</p>	<p>When explaining the functions of assessment learners may consider:</p> <ul style="list-style-type: none"> <li>• why assessment is carried out</li> <li>• what its purpose is</li> <li>• what it is measuring</li> <li>• what are the anticipated outcomes.</li> </ul> <p>Learners may consider whether assessment is</p> <ul style="list-style-type: none"> <li>• fair</li> <li>• reliable</li> <li>• valid</li> <li>• safe and manageable</li> <li>• suitable to the candidate needs</li> </ul>

	<p>1.3 Explain the responsibilities of the assessor</p> <p>1.4 Identify the regulations and requirements relevant to assessment in own area of practice</p>	<p>Learners may consider that each aspect is explained:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• assessing</li> <li>• feeding back including when the outcome is to move forward onto the next assessment objective and also when the assessment objective has to be revisited.</li> </ul> <p>Company and industry rules and regulations</p>
<p>2. Understand different types of assessment method</p>	<p>2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners</p>	<p>Learners may identify methods of assessment and give a good and a bad point about it. E.g. observation, authentic and low disruption to candidates workplace, but very demanding on the assessors time</p>
<p>3. Understand how to plan assessment</p>	<p>3.1 Summarise key factors to consider when planning assessment</p> <p>3.2 Evaluate the benefits of using a holistic approach to assessment</p>	<p>Learners may identify the key factors and summarise why each factor has to be considered. E.g:</p> <ul style="list-style-type: none"> <li>• Is the candidate ready?</li> <li>• Suitable time</li> <li>• Convenience for the workplace</li> <li>• suitable place</li> </ul> <p>Learners may consider the benefits of using a holistic assessment approach. E.g:</p> <ul style="list-style-type: none"> <li>• observations</li> <li>• the opportunity to observe another unit or aspect of the candidates' qualification as it naturally happens;</li> </ul>

	<p>3.3 Explain how to plan a holistic approach to assessment</p> <p>3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 Explain how to minimise risks through the planning process</p>	<ul style="list-style-type: none"> <li>• using assessment time efficiently.</li> </ul> <p>Learners may consider the documentation and the candidate involvement</p> <p>Risks, for example, in construction may be covered in:</p> <ul style="list-style-type: none"> <li>• health and safety, training requirements</li> <li>• qualifications, licenses</li> <li>• tool box talks</li> <li>• authorisation</li> <li>• risk assessments</li> <li>• equipment etc</li> </ul> <p>Learners may consider:</p> <ul style="list-style-type: none"> <li>• correct legislation</li> <li>• policies and procedures etc are outlined in the assessment planning. Examples would be appropriate.</li> </ul>
<p>4. Understand how to involve learners and others in assessment</p>	<p>4.1 Explain the importance of involving the learner and others in the assessment process</p> <p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p>	<p>Learners may consider the following areas:</p> <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Greater range of experience and understanding</li> <li>• Expert witnesses</li> </ul> <p>Learners may explain why these types of information are necessary</p> <ul style="list-style-type: none"> <li>• Documentation</li> <li>• Policies</li> <li>• Procedures</li> <li>• Skills analysis</li> </ul>

	<p>4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners</p>	<p>outcomes</p> <ul style="list-style-type: none"> <li>• Others</li> </ul> <p>Learners may consider:</p> <ul style="list-style-type: none"> <li>• Development of analytical skills</li> <li>• Greater understanding of the specifications</li> <li>• Self reflection of own performance</li> </ul> <p>For example, learners may consider:</p> <ul style="list-style-type: none"> <li>• Time consideration, work/shift patterns etc</li> <li>• Confidentiality issues, greater use of expert witnesses</li> <li>• Consideration of learning styles</li> <li>• Variation of assessment methods</li> </ul>
<p>5. Understand how to make assessment decisions</p>	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> </ul>	<p>Learners may include in their explanation:</p> <ul style="list-style-type: none"> <li>• Are the requirements met and how do you know?</li> <li>• Is the work that of the candidate and how do you know?</li> <li>• Have the working practices around that activity changed since the evidence was produced?</li> </ul> <p>Learners may consider:</p> <ul style="list-style-type: none"> <li>• Reference to the specifications throughout the</li> </ul>

	<ul style="list-style-type: none"> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	<p>assessment decision</p> <ul style="list-style-type: none"> <li>• Accurately measuring, using a method that suits the situation</li> <li>• That the same result will occur regardless of who is assessing and when the assessment decision takes place</li> <li>• That equality and diversity and individual needs have been considered</li> </ul>	
6	Understand quality assurance of the assessment process	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>	<p>Learners may include the following areas of quality assurance in their explanation:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• candidate interview</li> <li>• examination of products</li> <li>• standardisation</li> </ul> <p>Learners may include:</p> <ul style="list-style-type: none"> <li>• internal procedures</li> <li>• QCF and Awarding Institute guidelines</li> </ul> <p>Learners may include:</p> <ul style="list-style-type: none"> <li>• coverage of internal and external procedures, including the assessment appeals procedure</li> </ul>
7	Understand how to manage information relating to assessment	7.1 Explain the importance of following procedures for the management of information relating to assessment	<p>When explaining, learners may consider:</p> <ul style="list-style-type: none"> <li>• the NVQ Code of Practice 2006</li> <li>• Regulatory arrangements for the QCF 2008</li> <li>• Company Policies and Procedures</li> </ul>

	7.2 Explain how feedback and questioning contribute to the assessment process	<ul style="list-style-type: none"> <li>• Awarding Institutes Policies and Procedures</li> </ul> <p>Learners may consider a circle of assessment e.g. plan, assess, feedback, develop and how these all fit together</p>
8 Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>	<p>Learners may consider:</p> <ul style="list-style-type: none"> <li>• Data Protection</li> <li>• Child Protection</li> <li>• Safe Guarding</li> <li>• Others</li> </ul> <p>Consideration should be given to the types of technology available and the ways in which it can be used. E.g. video conferencing a meeting</p> <p>Learners may consider what the requirements are and how they apply to assessment?</p> <p>Learners may consider the increased depth of understanding the process of assessment and the identification of gaps in knowledge and understanding.</p>

## Assessment

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All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

## Evidence requirements

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These must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## National Occupational Standards (NOS) mapping/signposting

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LLUK Standard 9 Assess learner achievement

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

## Functional skills signposting

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

**Link to functional skills standards** <http://www.gcda.gov.uk/15565.aspx>

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	✓

## Additional information

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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](http://www.ocr.org.uk).