



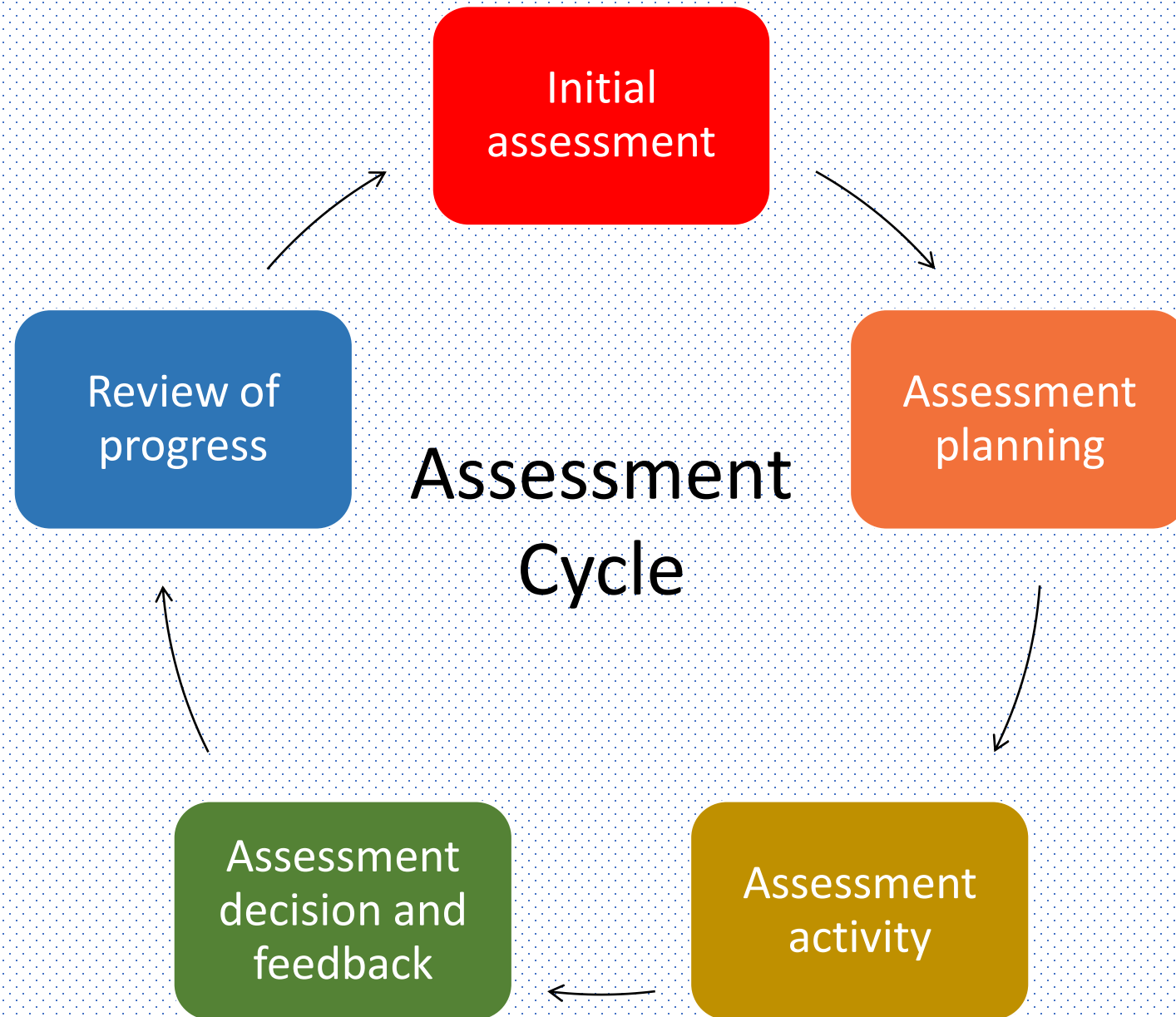
Level 3 Award in Education and Training

Understanding Assessment in
Education and Training



What is assessment?

- Assessment is the means by which we find out if, and how much, learning has taken place. There are many different **types** and **methods** of assessment which we can use throughout a learning programme to ascertain the progress of learners.
- It's important to remember that assessment is **of the learners**, (as opposed to evaluation, which is **of the programme**).
- Most people who are carrying out assessments will follow the assessment cycle, which continues until all aspects of the programme or qualification being worked towards are achieved by the learner.



Types of assessment

- Assessment **types** are defined by the reason the assessment is being carried out.
- The five most commonly-used assessment types are:

Initial

Diagnostic

Formative

Summative

Holistic

- The methods that you use depend on what you are teaching, the qualification requirements and the individual needs of your learners.
- It is important to remember that **types** of assessment are different from the **methods** of assessment you may use.



Methods of assessment

- Assessment **methods** are the ways in which you will assess your learners.
- **Formal assessments** are things that must be done in order for the learner to achieve the qualification.
- **Informal assessments** can be used to check the ongoing progress and performance of the learner.

Formal	Informal
assignments	crosswords
case studies	discussions
essays	journals/diaries
examinations	peer and self-assessment
multiple-choice questions	puzzles and crosswords
observations	practical activities
professional discussions	questions: oral, written, multiple choice
projects	quizzes
tests	role plays
witness testimonies	worksheets

Based on information found in *The Award in Education and Training (Revised Edition)* by Ann Gravells.



Meeting individual learner needs

- As within other aspects of teaching, you should be thinking about the **individual needs of learners** during assessments and what you can do to meet these needs.
- Some examples include:

Arranging more suitable dates and/or times for learners who may have difficult employment arrangements (e.g. shift work)

Adapting the environment to suit learners who are physically disabled

Providing dyslexia-friendly materials and extra time for learners with process-related problems such as dyslexia or dyscalculia

- Ensure that you stick to organisational guidance when making adaptations or changes to the assessment process.





Involving learners in the assessment process

Communication with all parties involved in the progress of the learner is crucial in ensuring that the learning and assessment process is effective. The learner should be involved in the assessment process from the very beginning, so that:

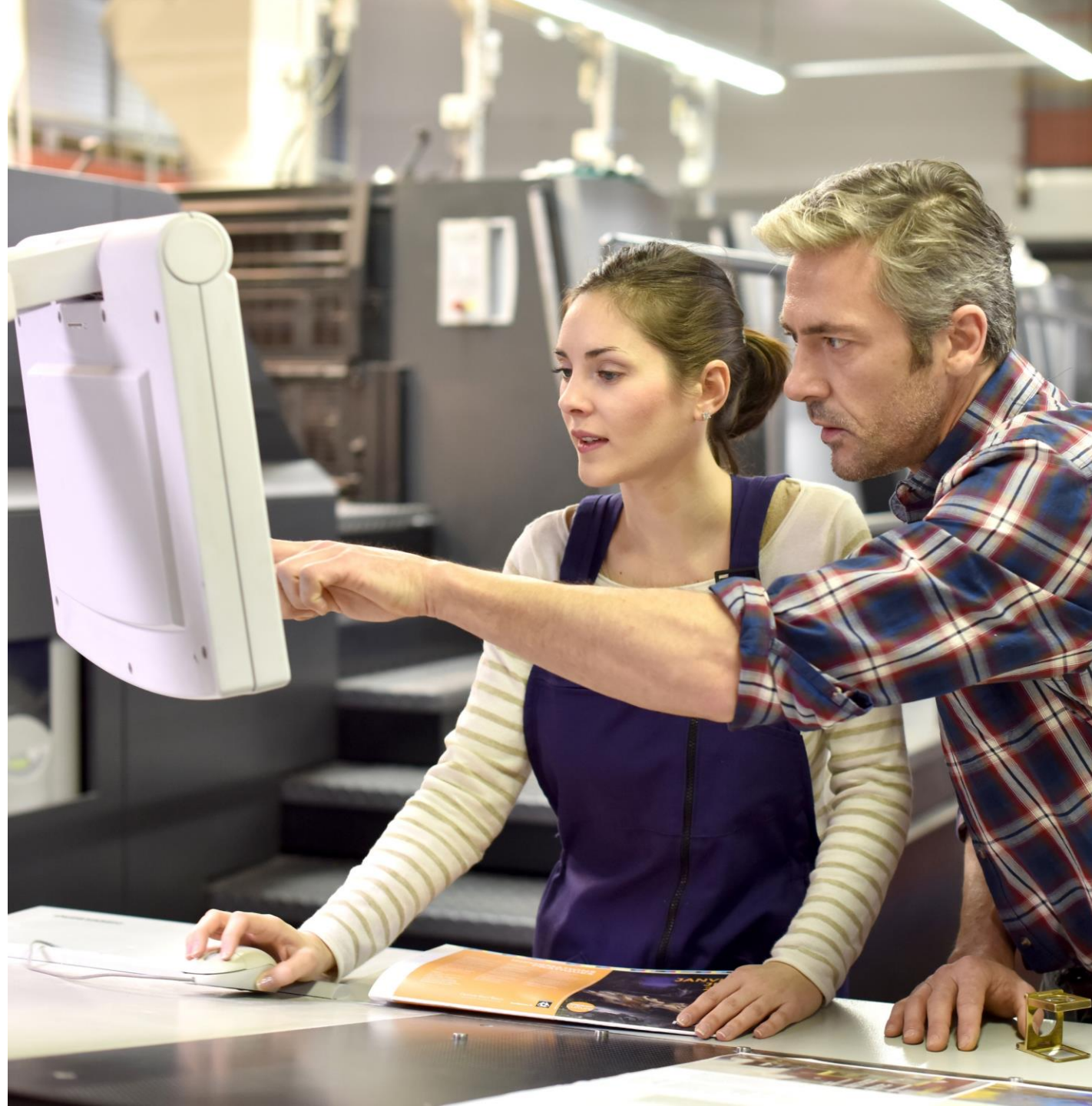
- ILPs can be created.
- The learner can inform you of any relevant issues that may affect their performance.
- The learner can take ownership of their own development.

There are a few different ways of involving the learner in the assessment process. A few examples include:

- Ask your learners about other learning programmes they have been involved in, and whether you could instigate the process of RPL (recognition of prior learning).
- Ask your learners about their prior knowledge before a task, and check how much this has changed at the end of the session using an assessment method.
- Ask your learners to complete a SWOT (strengths, weaknesses, opportunities and threats) analysis.

Involving others in the assessment process

- There are lots of reasons why you may need to liaise with others during the assessment process. For example, your learner may require additional support during their assessment process, such as a scribe during exams.
- It is important to remember to remain professional at all times, as when you liaise with others (especially externally), you are a representation of your organisation.
- It's also crucial that you continue to follow confidentiality and data protection protocol.



Who might you need to liaise with?

Internal to the organisation	External to the organisation
<ul style="list-style-type: none">• administrators• assessors• colleagues• exam officers• internal quality assurers• invigilators• managers• mentors• teachers• trainers• support staff	<ul style="list-style-type: none">• careers advisers• employers• external quality assurers• inspectors and regulators• parents, guardians or carers• probation officers• social workers• supervisors• staff from other organisations and agencies• witnesses and other involved in the assessment of your learners

Taken from *The Award in Education and Training (Revised Edition)* by Ann Gravells.



Constructive feedback

- Feedback is a great way of making your learners feel confident in themselves and their understanding of the subject they are working towards a qualification in. It is important that learners know how they are progressing and are aware of their achievements.
- We can give feedback **formally** (i.e. in writing) or **informally** (i.e. orally).
- Constructive feedback should be given in a way that highlights achievement and progress, and provides useful guidance on how to improve.
- Sometimes it is useful to ask a learner how they feel they have done before providing feedback. Feedback should be a **two-way process** in which an open discussion can be had and areas of confusion can be clarified.





Records of assessment

- Assessment records are important to **your learner**, to **your organisation**, and to **external regulators** (such as Ofsted or Habia).
- Without keeping these records, there is no audit trail and no way to show what has been assessed.
- Even if the learning programme does not lead to a formal qualification, you should still keep records of assessment in order to **recognise and record progress and achievement (RARPA)**.
- You should make sure that these records are **up-to-date**, **accurate**, **factual** and **legible**. They should also be stored somewhere safe and that confidentiality/data protection guidelines are followed consistently.

If you require additional support with this unit please attend the weekly Zoom call covering Unit 3 available every Friday

You can also book a one to one session with your tutor to ask any specific questions via the learning zone.

