

## Unit 5: Understanding Assessment in Education and Training.

### Unit 5: essay assignments give students opportunities analyse assessment in Education and Training.

Essays should be written under essay assignments 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, and 4.2 of Unit 5. The recommended word count is 200 words for each essay. Students' work can exceed the word count in their essays but it should not fall under 200 words by too much or too often. It is important that students conduct some research of the different areas they are asked to explain, describe, and compare. It is also important that they explain, describe, and compare these areas within the context of their own current or prospective teaching roles. Formal referencing methods should be used where authors have been quoted or where their works have been used to support statements in students' essays.

### 1 Understand types and methods of assessment used in education and training.

#### 1.1 Explain the purposes of types of assessment used in education and training:

Types of assessment:

- Initial- At the beginning of a course or programme. What type of student needs should be identified in the early stages of your course or programme?
- Formative- During the course or programme. Why is it important that you continuously check your students' learning?
- Summative- At the end of a course or programme. What sort of qualification are your students looking to achieve? Would the summative assessment be formal or informal?
- Diagnostic- Usually before the course or programme. Used to check that the student has the necessary skills or knowledge to participate in the course or programme.
- Holistic- Helps assess a range of competencies all at once (knowledge, skills, and attitudes). Consider, for example, how you could assess the knowledge, skills, and attitudes of your students in a role-play.

#### 1.2 Describe the characteristics of different methods of assessment in education and training:

Assessment methods examples:

- Group discussions
- Essays
- Presentations
- Multiple-choice tests
- Tests
- Case studies
- Gapped hand-outs

Explain what some of these are in your response and how you could use them in your own area of teaching to assess the different skills, knowledge, and attitudes of your students. For example, "Gapped hand-outs have letters, words, or sentences left out so that students can fill in information. These are good to give out to students because they have opportunities to do something in class and show what they have learned. They might also help me create a little bit of friendly competition in my first aid lessons."

### 1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learning needs:

You can use some of the examples of the assessment methods you might have already referred to in your previous answer:

- Group discussions
- Essays
- Presentations
- Multiple-choice tests
- Tests
- Case studies
- Gapped hand-outs

Explain why they are good for some things and not so good for others. For example, a strength of a group discussion is that it allows the teacher to assess students' knowledge in a more relaxed setting. A limitation is that there is a risk that some of the stronger characters might dominate the discussion or that students digress from what is relevant. It can help meet the individual learning need of someone with a visual impairment as he or she could demonstrate their knowledge by talking without having to look at test papers or other information.

You have the option to write an essay on this subject or inserting a table here which includes assessment methods and their respective strengths, limitations, and how they meet individual learning needs.

### 1.4 Explain how different assessment methods can be adapted to meet individual learning needs:

Teachers should make reasonable adjustments to help them assess students with different needs. For example, students with dyslexia might struggle reading multiple-choice exams. Providing the awarding body approves, teachers could give them the multiple-choice exam verbally to reduce confusion between letters. This would be an example of a reasonable adjustment or adaptation the teacher could make to meet the needs of a dyslexic learner.

Consider how you could adapt assessment methods so you could help students who:

- Need help improving their IT skills.
- Do not speak English as their first language.
- Have visual or hearing impairments.
- Have different preferred learning styles. For example, they might feel intimidated at the prospect of participating in a role-play and prefer to learn by reading and writing. They might prefer to read a case study and write down their findings.

## 2 Understand how to involve learners and others in the assessment process.

### 2.1 Explain why it is important to involve learners and others in the assessment process:

**Tip:** *Students should have the opportunity to provide feedback to the teacher. They might also like to have opportunities to reflect on how they think they are progressing on a course or programme and/or to periodically discuss what they have learned within it. This can help you devise and update Individual Learning Plans.*

*Depending on the type of course or on individual learners, you might be able to arrange one to one professional discussions with your students in a more relaxed environment.*

*Why is it important that you familiarise your students with learning outcomes early within a course or programme?*

*Students can be encouraged to reflect on their Strengths, Weaknesses, Aspirations, Interests, and Needs (SWAIN) in learning journals to help them measure their progress and achievements in relation to the assessment criteria.*

## **2.2 Explain the role and use of peer and self-assessment in the assessment process:**

Students might feel more involved in the assessment process if they have opportunities to assess their own performances and their colleagues' in class. They might like to have opportunities to provide feedback to each other and evaluate their own progress in an honest way.

Teachers have to manage these exercises carefully. They should motivate and promote teamwork. Consider how you would organise peer and self-assessment sessions for your students within lessons which motivate them and promote teamwork:

### **Peer Assessment:**

Verbal feedback  
Anonymous written feedback  
Group discussions

### **Self-Assessment:**

Learning journals  
Assigning a percentage or grade to their own performance after a presentation or demonstration.  
Asked questions to help students identify own areas for improvement.

## **2.3 Identify sources of information that should be made available to learners and others involved in the assessment process:**

Students should know how they are progressing in the course and what they have to do to meet the requirements of the course.

Students need to know:

- The assessment standards.
- How long they have to complete the assessment.
- What they have to do to prepare adequately for the assessment.

They might need access to certain records and resources to help them prepare for the assessment or improve in the next one:

- Progress reports
- Action plans
- Records of achievement
- Textbooks and other resources
- Test results

What sort of information relating to the assessment process might you have to share confidentially with your students' employers, parents, tutors and employment agencies? Why is it important that you keep them informed of your students' progress and of any support they require?

### 3 Understand the role and use of constructive feedback in the assessment process.

#### 3.1 Describe key features of constructive feedback:

You want to inform students how they are progressing or how they performed in a formal or informal activity in a way that leaves them feeling motivated and encouraged.

Consider explaining why it is important to do some of the following when providing feedback:

- Keeping it factual.
- Using the student's name.
- Giving specific feedback with regards to what was accomplished and what can still be improved.
- Allowing students to comment on the feedback you have provided.
- Setting goals.

#### 3.2 Explain how constructive feedback contributes to the assessment process:

Consider the course or subject you will be teaching in the Further Education sector and what sort of qualifications or awards your students will be working towards. Is there a formal assessment which leads to the qualification? Consider explaining how the feedback you will give your students will help them:

- Prepare for tests.
- Assess their progress.
- Change the way they might feel about the assessment process.
- Identify areas for improvement.
- Focus on outcomes and objectives.
- Meet targets and deadlines.

#### 3.3 Explain ways to give constructive feedback to learners:

When giving indirect feedback to the group, make sure you explain how you will still give information to each individual on what he or she has achieved. When giving direct feedback to individuals, make sure you inform them of the targets they have met and not met.

Look at the differences between evaluative and descriptive feedback.

Consider describing the structure of the “praise sandwich”.

Consider:

- When you might have to give formal written feedback as opposed to informal verbal feedback to students.
- Why it would be easy for students to misinterpret your written feedback.

### 4 Understand the requirements for keeping records of assessment in education and training.

#### 4.1 Explain the need to keep records of assessment of learning:

List some different examples of assessment records you might keep of your students within your industry:

Examples:

- Diagnostic Assessments
- Professional Discussions
- Initial Assessments

- Copies of Certificates
- Observation Reports

Consider the importance of keeping assessment records when:

- A student loses his or her certificate.
- A student appeals an assessment decision.
- You have to look at a student's progress from the beginning of a course to its completion (audit trail)

#### 4.2 Summarise the requirements for keeping records of assessment in an organisation:

Consider some of the legislative requirements for keeping records of assessment and why they can be checked for compliance in relation to:

- The Data Protection Act (1998) - What type of information can and cannot be obtained from students? How must this information be kept?
- The Equality Act (2010) - What type of documents would show that the organisation is providing equal opportunities to students with different learning needs?
- The Health and Safety at Work Act (1974)- Why would it be important to keep risk assessments?

The Freedom of Information Act (2000) also gives students the right to access information held by public authorities.

Ofsted has the right to check that qualifications are being achieved in accordance with national standards.

Your centre also needs to prove to external verifiers that it is assessing students fairly and that it is using assessment records to make continuous improvements (quality assurance) to the assessment process.

- The writer should insert a bibliography at the end of Unit 5 to show which resources were used to research the assignments in the Unit.

#### Example bibliography:

##### **Book References:**

- Gravells, A., 2013. The Award in Education and Training. London: Learning Matters SAGE  
(Author's last name and first initial, year of publication, title of the book, city of publication: publisher)
- Gravells, A., 2012. Preparing to Teach in the Lifelong Learning Sector. 5th ed. London: Learning Matters AGE
- Wilson, L., 2008. Practical Teaching: A Guide to PTLLS & CTLLS. Hampshire: Cengage