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Unit Title:	**Support assessment for learning**
OCR Unit No:	16
Sector Unit No:	TDA 3.7
Level:	3
Credit value:	4
Guided learning hours:	20
Unit accreditation number:	A/601/4072

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	**Exemplification**
1. Understand the purpose and characteristics of assessment for learning	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of **assessment for learning** 1.4 Explain the importance and benefits of assessment for learning 1.5 Explain how assessment for learning can contribute to planning for future	**Assessment for learning** involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

	learning carried out by:
	
	  a) the teacher
	
	  b) the learners
	
	  c) the learning support practitioner	

2. Be able to use assessment strategies to promote learning	2.1 Obtain the **information required** to support assessment for learning
	
	2.2 Use clear language and examples to discuss and clarify **personalised learning goals** and criteria for assessing progress with learners
	
	2.3 Use **assessment opportunities and strategies** to gain information and make judgements about how well learners are participating in activities and the progress they are making
	
	2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop
	
	2.5 Provide opportunities and encouragement for learners to improve upon their work
		Information required to support assessment for learning:
		
		  • the learning objectives for the activities
		
		  • the personalised learning goals for individual learners
		
		  • the success criteria for the learning activities
		
		  • the assessment opportunities and strategies relevant to own role in the learning activities
		
		Personalised learning goals will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.
		
		Assessment opportunities and strategies are the occasions, approaches and techniques used for ongoing assessment during learning activities, such as:
		
		  • using open-ended questions
		
		  • observing learners
		
		  • listening to how learners describe their work and their

		reasoning
		• checking learners' understanding
		• engaging learners in reviewing progress
		• encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed
		• encouraging learners to review and comment on their work before handing it in or discussing it with the teacher
		• praising learners when they focus their comments on their personalised learning goals for the task
3. Be able to support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs	
	3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning	
	3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements	
	3.4 Support learners to:	

	a) reflect on their learning	
	b) identify the progress they have made	
	c) identify their emerging learning needs	
	d) identify the strengths and weaknesses of their learning strategies and plan how to improve them	
4. Be able to contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher on:	
	a) learner participation and progress in the learning activities	
	b) learners' engagement in and response to assessment for learning	
	c) learners' progress in taking responsibility for their own learning	
	4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning	

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

National Occupational Standards (NOS) mapping/signposting

STL30 Contribute to assessment for learning

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

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	✓

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 .