Unit Title:	**Assessing learners in lifelong learning**
OCR unit number:	18
Level:	Level 3
Credit value:	3
Guided learning hours:	15
Unit reference number:	D/503/4904

Unit purpose and aim

The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core in assessing learners in lifelong learning.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Be able to use types and methods of assessment to meet the needs of learners	**The Learner can:** 1.1 Select and apply assessment types and methods to meet the needs of learners 1.2 Use peer and self-assessment to promote learner involvement and personal responsibility in the assessment for and of their learning 1.3 Use questioning and feedback in the assessment for and of learning 1.4 Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current	Learners must familiarise themselves with different types and methods of assessment and recognise when to use the various approaches to meet their learners' needs. Learners should be able to distinguish between formative and summative assessment and demonstrate the use of questioning and feedback within both assessment for and assessment of learning. They should consider the use of assessment at various stages of their learners' learning programme and its purpose, recognising when is appropriate to incorporate assessment. Learners should familiarise themselves with the research of Black and Williams and consider its relevance within their own practice in the use of peer and self assessment. Learners should demonstrate their use of a range of questioning

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Learning Outcomes	Assessment Criteria	Teaching Content
		techniques to support assessment, linking questions and feedback to assessment criteria. Learners should be able to explain how their assessments are valid, reliable, sufficient, authentic and current.
2 Be able to conduct and record assessments in accordance with internal and external processes and requirements	2.1 Define the key concepts of assessment 2.2 State the assessment requirements and related procedures of learning programmes 2.3 Carry out and record assessments to meet internal and external processes and requirements 2.4 Communicate assessment information to other professionals with an interest in learner achievement	Learners need to be introduced to the key concepts of assessment and be able to state their application in practice. They should be able to stipulate the appropriate opportunities and requirements for formative and summative assessments of learners within the learning programmes which they teach. Learners should be able to complete assessment practices and the required records in accordance with their organisation's assessment procedures Learners should also be able to recognise and apply the awarding organisation's prescribed assessment requirements for the qualifications they deliver. Learners need to produce robust records of assessment for audit purposes and to meet internal and external processes and requirements Learners should utilise the appropriate assessment and communication tools, such as ILPs to convey progress and achievement to other professionals with an interest in learner achievement
3 Understand expectations in relation to the minimum core in assessing learners	3.1 Explain how minimum core elements can be demonstrated in assessing learners in lifelong	Learners must initially understand the requirements of the

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Learning Outcomes	Assessment Criteria	Teaching Content
in lifelong learning	learning 3.2 Apply minimum core elements in assessing learners in own specialist area	minimum core. They must then identify which areas of the minimum core can be embedded within the teaching of their subject and then consider ways in which they can enable this to happen. This could be recorded within their lesson plans.
4 Be able to evaluate own assessment practice	4.1 Reflect on the effectiveness of own assessment practice taking account of the views of learners 4.2 Identify ways to improve own assessment practice	Using the appropriate tools to reflect on own assessment practice; such as Internal and External moderation feedback documents Identifying strengths and areas for improvement in own assessment practice; using feedback from learners and any feedback from Internal and External moderation

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 unit requires candidates to undertake practice. This can be with individual learners, groups of learners or a combination of both. Where candidates are working solely with individuals a programme may also include support and preparation for working with groups where appropriate.

The practice of the candidate must be observed and assessed in a teaching and learning environment. Observations can be formative and summative. Simulation is not permitted.

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

This list is not exhaustive and may be expanded upon or tailored specifically to the candidate's appropriate teaching role if appropriate.

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (H_503_4905) 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 order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

This unit highlights the importance of the minimum core specifications and consideration must be given to this when delivering sessions.

This unit is designed around the principle that candidates will build a portfolio of evidence relating to the unit assessment criteria.

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

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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.**lsis**.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

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