Guidance for evidencing achievement
Award Unit: *Understanding assessment in education and training*

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Example evidence
1. Understand types and methods of assessment used in education and training	1.1	Explain the purpose of types of assessment used in education and training	A list of at least three types of assessment, for example, initial, formative and summative. An explanation of the purpose of each of the types of assessment you have listed. For example, the reasons why initial, formative and summative types of assessment are used with learners.
	1.2	Describe characteristics of different methods of assessment in education and training	A list of at least six different methods of assessment such as; assignments; case studies; discussions; essays; examinations; gapped handouts. A description of the characteristics of each of the methods of assessment you have listed, for example, assignments: these can be practical or theoretical tasks to assess various aspects of a subject or qualification over a short or long period of time. Examples of actual assessment activities used with learners. *Cross-referenced to the unit Understanding and using inclusive teaching and learning approaches in education and training 2.2.*
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs	A comparison of the strengths and limitations of at least six different assessment methods. This could be displayed in a table with the headings: assessment method, strengths, limitations, meeting individual needs. An explanation of how the assessment methods can meet individual learner needs, for example, assignments are ideal for learners who like to progress at their own pace. Learners might be able to add to their work if they don't meet all the requirements first time.
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs	An explanation of how at least three different assessment methods can be adapted to meet individual learner needs. For example, tests: translating into another language. A case study relating to how you have adapted different assessment methods to meet a particular individual learner's needs (anonomised).
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	An explanation of why it is important to involve your learners in the assessment process. For example, to give learners the opportunity to inform you of anything which might affect their progress and/or achievement. An explanation of why it is important to involve others in the assessment process. For example, administrators who will register learners with an awarding organisation for a qualification. A case study of how you have involved learners and others in the assessment process (anonomised).
	2.2	Explain the role and use of peer- and self-assessment in the assessment process	An explanation of the role of peer- and self-assessment in the assessment process for your subject. Such as, peer-assessment involves a learner assessing another learner's progress. Self-assessment involves a learner assessing their own progress.

	2.2	*Continued…*	An explanation of how peer-assessment can be used with learners. For example, learners assessing each other's work anonymously and giving written or verbal feedback. An explanation of how self-assessment can be used with learners. For example, a learner awarding themselves a grade for a presentation they have delivered.
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process	A list of sources of information which will prove beneficial to learners and others who are involved in the assessment process. For example, the standards to be assessed, assessment plans and feedback records, progress and achievement records. An identification of where the information can be located such as: the standards to be assessed would be accessible via the awarding organisation's website; achievement records will be in a filing cabinet in the staff office, or kept on the main computer server as electronic files.
3. Understand the role and use of constructive feedback in the assessment process	3.1	Describe key features of constructive feedback	An explanation of what constructive feedback means. For example, conveying your decision to your learner in a way that helps reassure, boost confidence, encourage and motivate them. A description of the key features of constructive feedback. For example, using your learner's name; asking your learner how they feel they have done before telling them; making the feedback a two way process; watching your own and your learner's body language; setting new targets or action points with clear and agreed dates for achievement.
	3.2	Explain how constructive feedback contributes to the assessment process	An explanation of how constructive feedback contributes to the assessment process. For example, enabling learners to know what progress they have made, which requirements they have achieved, and any action that may be required; creating opportunities for clarification and discussion, emphasising progress rather than failure, helping improve confidence and motivation, identifying further learning opportunities.
	3.3	Explain ways to give constructive feedback to learners	An explanation of ways of giving constructive feedback. For example, formally i.e. in writing, or informally, i.e. verbally; directly, i.e. to an individual, or indirectly, i.e. to a group; being descriptive rather than evaluative.
4. Understand requirements for keeping records of assessment in education and training	4.1	Explain the need to keep records of assessment of learning	A list of assessment records such as action plans; achievement dates and grades; feedback records; tracking sheets. An explanation of the need to keep records of assessment. For example, to provide an audit trail; to know what has been achieved by whom; in case of an appeal or dispute. Examples of actual assessment records used with learners (anonomised).
	4.2	Summarise the requirements for keeping records of assessment in an organisation	A summary of the requirements for keeping records in an organisation. For example, the organisation's own requirements, those of external bodies, and those required by legislation.