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

According to Petty (2014):

‘Assessment measures the breadth and depth of learning’

An initial or diagnostic assessment establishes the starting point and ascertains the student’s previous skills and knowledge. This enables the student to see how much he/she achieves during the course, it also fosters a more reflective approach to learning and enables the teacher to effectively plan the individual student’s needs. The teacher can then review the students’ progress and achievements, which improves the quality of teaching.

A formative assessment provides informal feedback and information during the teaching process. This assessment measures student progress and performance thus allowing further improvement and development. It can also assess the teacher’s progress as an instructor, enabling the teacher to evaluate the effectiveness of their teaching methods.

The summative assessment is a formal assessment that takes place at the end of the learning course, module or programme. It used to measure the achievement of set criteria quality of the work produced.

This type of assessment is often stressful to students and can result in failure, even though the student is more than capable of achieving the required result under other conditions.

There is usually a grade awarded with this assessment, along with a certificate of achievement.

1.2 Describe characteristics of different methods of assessment in education and training

The assessment methods are varied and could include any or all of the following:

Discussion – this enables students to talk about the chosen subject, share knowledge and ideas, before arriving at a conclusion.

Observations – this involves watching the student while they complete a task or exercise.

Multiple choice questions – here you are asking the student to choose the correct answer from several alternatives.

Case studies – this could be a description of an actual event, students are asked to analyse the situation and give suggestions.

Gapped hand-outs or workbooks – this is a way of checking knowledge – sentences have missing words which students must complete.

Scenarios – this method enables students to think about situations that may occur in a real time environment, anticipate the context in which they have to act and the consequences of their decisions.
1.3 Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Strengths</th>
<th>Limitations</th>
<th>Meeting Individual needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Everyone can participate, no formal feedback, students can describe previous experiences and knowledge</td>
<td>Digression from main subject, domination from some students, time consuming, there could be arguments, and passive students may not be assessed</td>
<td>Students with visual impairments can join in and may prefer an informal setting rather than completing a written task.</td>
</tr>
<tr>
<td>Observations</td>
<td>Skills can be seen in action, students can perform the task several time if a mistake is made</td>
<td>Time consuming, forward planning required – space limitations, no permanent record</td>
<td>Students that preferring kinaesthetic learning may find this an easier and stress free form of instruction.</td>
</tr>
<tr>
<td>Multiple choice questions</td>
<td>Can be short or long, can challenge a student’s potential, question bank can be devised which can be used multiple times.</td>
<td>Closed questions don’t demonstrate knowledge or understanding. Students could share answers</td>
<td>Students that don’t like writing large amounts could benefit, questions could be read out and answered orally.</td>
</tr>
<tr>
<td>Case studies / scenarios</td>
<td>Can be a description of an actual event, can be an individual or group event</td>
<td>Must have a clear conclusion, may be time consuming to prepare and assess. Time consuming to prepare.</td>
<td>Actual events can help motivation and enhance the knowledge of the student. Conclusion can be in the form of a discussion or written up.</td>
</tr>
<tr>
<td>Gapped hand outs / workbooks</td>
<td>Could be used as an informal assessment activity as an individual, pairs or small groups.</td>
<td>Mature students might find the concept derogatory, workbooks must have an interesting variety of information or students may become bored.</td>
<td>Good for students at a lower level, work books could be produced for varying degrees of difficulty. Students can work at their own pace[0][1][3].</td>
</tr>
</tbody>
</table>

1.4 Explain how different assessment methods can be adapted to meet individual learner needs

Students learn and process knowledge at different levels. When teaching the staff at work I am aware that they are from all walks of life and some will require varying degrees of assistance.

When delivering the training I have set objectives that must be met. I go through these with the staff at both the beginning and end of the course to ensure that everything has been covered, staff have understood and that the learning objectives have been achieved. I ensure that I use SMART objectives (specific, measurable, achievable, relevant, time bound) and that the assessment should be valid, reliable, transparent, fair, equitable, formative, timely and authentic.

When staff complete assignments I know that some will find these easy and others will struggle. Multiple choice questions may suit a student with a visual impairment or Dyslexia,
as coloured paper could be used, a larger font, the questions could be given verbally or be printed in another language.

When completing a Moving and Handling course (as required under the health and safety at work act 1974) I use several methods, group discussion, visual DVD presentation, written questionnaire and a practical demonstration, using all four methods ensures that maximum learning objectives are achieved.

There are times when a written examination is required, I use this form of assessment when the student group are of a higher educational level (this having been assessed at the initial stage under functional skills requirements), respond well under examination conditions and like the challenge of a formal [exam](#).

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

Students must be involved in the assessment process from the onset. The reasoning behind this is so that an individual learning plan (ILP) can be agreed.

The ILP is a personalised document that can be used by the student as a record of learning goals and progression routes. It can be used to negotiate and plan the next steps forward and will include learning targets with outcomes and timescales, and details of how success will be determined.

The completion of a SWOT (strengths, weaknesses, opportunities and threats) analysis (originated by Albert S Humphrey in the 1960s) would give the student the opportunity to consider their current skills and knowledge and how it relates to their development and progression.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Weaknesses</strong></td>
</tr>
<tr>
<td>What are your advantages?</td>
<td>What could be improved?</td>
</tr>
<tr>
<td>What do you do well?</td>
<td>What do you badly?</td>
</tr>
<tr>
<td>What were the motivating factors and influences?</td>
<td>What should you avoid?</td>
</tr>
<tr>
<td>Do these factors still represent some of your inherent strengths?</td>
<td>What are your professional weaknesses?</td>
</tr>
<tr>
<td>What have been your most notable achievements?</td>
<td>How do they affect your job performance?</td>
</tr>
<tr>
<td>To what do you attribute your success?</td>
<td>(These might include weakness in technical skill areas or in leadership or interpersonal skills.)</td>
</tr>
<tr>
<td>How do you measure your success?</td>
<td>Think about your most unpleasant experiences in school or in past jobs and consider whether some aspect of your personal or professional life could be a root cause.</td>
</tr>
<tr>
<td>What is your greatest asset?</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td><strong>Threats</strong></td>
</tr>
<tr>
<td>Where are the promising prospects facing you?</td>
<td>What obstacles do you face?</td>
</tr>
<tr>
<td>What additional formal training and education can to your PDP?</td>
<td>Are the requirements for your desired job field changing?</td>
</tr>
<tr>
<td>How quickly are you likely to advance in your chosen career?</td>
<td>Does changing technology threaten your prospective position?</td>
</tr>
<tr>
<td>Changes in government policy related to your field</td>
<td>Is your chosen field subject to internal politics that will lead to conflict?</td>
</tr>
<tr>
<td>Changes in social patterns, population profiles, lifestyle changes, etc.</td>
<td>How might the economy negatively affect your future company and your work group?</td>
</tr>
</tbody>
</table>
At times the teacher will need to liaise with others that are involved in the student assessment. These could be both internal and external contacts. The student’s line manager or supervisor may need to sanction time off to complete study time. There may be contact with external agencies such as witnesses involved in the student’s assessment as witness testimonials may be required.

2.2 Explain the role and use of peer— and self—assessment in the assessment process

Peer assessment involves one student assessing the work of another. Self-assessment involves the student assessing their own work. Both methods mean that the students must take responsibility and must understand the assessment process including the criteria being assessed, being fair and objective and giving constructive feedback.

Peer assessment advantages could be staff developing better communication skills, as they become more focussed on the assessment requirements, this in turn promotes attention, interaction and involvement.

Limitations could mean additional planning needs to ensure all students are included, the assessor’s judgement may be different from the peers. Some peers might not be objective with their decisions as they are too friendly, where as others may be too anxious and lack confidence.

Self- assessment means that the student can set their own goals and check their own progress. It gives them a sense of responsibility and ownership and means they can suggest improvements to their own work. They must be focused on the assessment requirements and be able to identify when they are ready for formal assessment.

Limitations could be, students are not objective enough and may feel they have achieved more than they actually have. They may lack confidence to make decisions about their own progress and find it difficult to be objective.

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

There will be times when the student and others involved in the learning process will need access to documents. These documents could include progress records, achievement records, work-books completed during the learning process, text books and internet websites.

The organisations confidentiality policy and procedures for data protection should be used when dealing with all confidential documents and access to staff files, this includes electronic files on computers as these will be password protected.

Students and external assessors may need access to organisational text books and company designed courses i.e. my organisation has devised an Alzheimer course, 7 modules in length, which is City and Guilds accredited and certificated.

There may be a request to access company files on line which are cloud based which would require additional passwords to access fully.
Whenever a request is made for data or any sources of information that involves the student and the progression to completion, full co-operation should be given to assist the facilitation in order that the student can achieve the final outcome.

3.1 Describe the key features of constructive feedback

As a teacher you have a responsibility to be honest and truthful with the student, communicating this in a respectful non-judgemental approach.

It can be given formally i.e. in writing or informally i.e. verbally. Whichever way, it should be at a level that is appropriate for the student. You can do this by clarifying the problem area and asking the student to reflect on what they perceive the problem to be. Afterwards offering support which should improve confidence and motivation.

From my own experience, I always try to look at the strengths of individuals, inspire confidence and try to be clear in my communication. I like to be constructive in my feedback, and try to be as neutral as possible; being mindful to not be subjective which in my view is not professional.

3.2 Explain how constructive feedback contributes to the assessment process

Gravell’s (2014) states:

‘Giving feedback in a constructive way enables learners to know what progress they have made, which requirements they have achieved and any action that may be required’.

Giving effective feedback can build a students’ confidence, transform their understanding and motivation and also help them develop key critical skills. Feedback, especially when linked to formative assessment should focus on looking forward and enhanced learning.

The feedback should provide an objective basis on which the learner can consider and plan improvements to their future performance. All too often the intention behind constructive feedback is blame and depending on the learners past, criticism of any kind can have a detrimental effect. It is essential to ensure that praise is productive and criticism constructive?

3.3 Explain ways to give constructive feedback to learners

Constructive feedback could be given directly, in a formal or informal way. It should be given at a level that the student can understand.

Being descriptive rather than evaluative lets you describe what the student has done and how well they have done it. Just saying “well done” doesn’t give them enough information.

The facts given to the student should be informative enough that they can build on if in the future.

I like to use the Praise Sandwich – pointing out what was done well first, then telling them where they need to make improvements, followed by a positive note at the end to keep the motivation high. Gravell’s (2014) suggests:
4.1 Explain the need to keep records of assessment of learning

There are several reasons as to why assessment records of learning must be kept. Information such as student attendance, form an audit trail of a student’s progress from start to finish, witness testimonies and copies of certificates must all be kept for a period of three years after a student has left. The records must also show that all company and legislative requirements were met.

Keeping records enables the teacher to monitor progress of the student. It can also help the student to set targets and information could be recorded on an ILP (Individual Learning Plan). The teacher could also use the records to evaluate the effectiveness of their own learning methods.

The records kept must be up to date, factual, accurate and legible and be stored confidentially, ensuring Data Protection Act (1998) legislation is followed.[DH12]

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

Using my own workplace as an example, records of assessment must be kept to prove that the activities and assessment took place. They provide evidence for external organisations such as awarding bodies (City & Guilds, QCF).

Other external regulators such as The Skills Funding Agency, The Care Quality Commission (CQC) and Ofsted will want to see student’s progress and achievements and may want to see documentation that is stored to assess the organisation’s quality assurance system.

My workplace also has to abide by other legislative requirements such as the Data Protection Act (1998) ensuring that all information relating to individuals is kept safe, The Equality Act (2010), The Freedom of Information Act (2000) – giving students the opportunity to request to see information that is held about them and the Health and Safety at Work Act (1974)[DH13].
Group C
Understanding Assessment in Education and Training
Zena Betts

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Website


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