Understanding Assessment in Education and Training

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

Assessment can take place in an initial part (beginning), in the middle (ongoing) and at the end of the lesson (summative) and is a way to find out if learners have gained the required skills, knowledge and attitude.

Assessment should focus on improving, reinforcing and help the learners to realise how they are progressing and is a teacher and trainers duty to give a regular and constructive feedback.

Assessment can be internal (produce by teachers, trainers and internal organisation, questions or project will take place) or can be external (produce by and awarding organisation, assignment or examination will take place).

All the assessment methods should be suited to the level and ability of the learners and an initial assessment will give all the information regarding the learners. It's helpful to identify any particular aspects and needs of the learners. It's best to do prior to the programme commencing, during the interviews or applications from.

“A quick question: What experience do you have of this, if any, will soon give an idea of what your learners already know” (Anne Gravells, The Award in Education and Training)

A diagnostic assessment will take place in the first meeting, to identify the current skills of the learners and what they can do. The result will be an indicator of the learners' level, in which area they will need to improve and an English, mathematics and ICT test will be included in the test.

The result of the initial and diagnostic assessment should help to prepare the ILP (Individual learning plan), ensuring that the learners are in the right programme at the right level and with all support they need to succeed.

Formative assessment will take place informally by questions and activity during the lesson to check if the learners are ready for the summative assessment.

At the end of the programme, a formal summative assessment, devised by an awarding organisation will accredit the qualification. For some learners, this type of assessment, is bit stressful and sometimes they fail the result. Teaching just to pass the assessment will not give a great result and doesn't not maximise the learners' potential.

Holistic assessment will cover several aspects of qualification or job specification at the same time. It should be more efficient and quicker and the learners will be able to integrate knowledge and performance.

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

Methods of assessment can be: observation, multiple-choice questions, case studies, and questions techniques. Assessment can be written, oral, formal and informal.

Teacher and trainers can observe the learners in anytime, during the lesson, and, is a good way to taste attitudes and knowledges with exercises or complete some tasks. Learners can be learn and improve from them mistakes and teachers and trainers should ask to them is they realise about that.
Multiple-choice question include: a clear question or steam and 3 or 4 possible answers, but just one will be correct. The correct answer is call key and the wrong answers are called distracted. Answers should be always has the same length and complexity.

In the case studies, teachers and trainers should ask to learners to analyse a hypothetical situation, actual or an incomplete event and solve the problem.

Question techniques are often the best way to assess knowledge and understanding of the learners. Teachers and trainers should use the PPP model: pose, pause, pick and allow time to the learners to understand the questions and create the answer. Open questions (w, w, w, w, w,h) will give more information about the learners' knowledge and avoid two questions in the same sentence don't create confusion.

To obtain a great result and don't stress too much the learners a positive attitude is always request from the teachers and trainers. Listening skills, sharing goals and give constructive feedback will help the learners to improve their own skills and carry on with the next step of the programme.

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

Case studies

Strengths:
- Can be a description of actual or incomplete event
- Can be a group event
- Can be a individual event

Limitations:
- Time limits must be set
- If carried out as group activity, roles should be defined
- Must have a clear outcomes
- Allow time for a de-brief to include a group discussion

Meeting individual learner needs:
- Actual event can help the motivation
- Can enhance the knowledge of the learners
- Conclusion can be written or oral

Observation

Strengths:
- Assess skills, knowledge and attitude in a real time
- Learners can learn from them mistake and repeat the task several time

Limitations:
Meeting individual learner need:

- Read/write preference learning if is a write test
- Kinaesthetic if is performance test

Strengths:

- Similar answer stimulate the attention of the learners

Limitations:

- Closed questions doesn't taste the knowledge of the learners

Meeting individual learner need:

- Suitable for write/read preference learning
- Suitable for the aural learners. Learners can be answer orally

Assignment

Strengths:

- Practical or theoretical
- Formative or summative

Limitations:

- Learners can be too stress and someone can fail

Meeting individual learner need:

- Motivate the learners to achieve an Award after a long term activity

Demonstration

Strengths:

- A practical way to show how something works

Limitations:

- Large group maybe not be able tom see the demonstration, not pay attention or get bored

Meeting individual learner need:

- Suitable for kinaesthetic and visual learners

Support with handout and suitable for read/write learners
1.4 Explain how different assessment methods can be adapted to meet individual learner need

Teachers and trainers, to assess the learners, should follow the “Equality and Diversity Act (2010) and the quality assurance system to be accurately, fairly, consistently and reliably. SMART and VACSR will help the teachers and trainers to plan the assessment, be clear and precise.

After and initial and diagnostic assessment, when teachers and trainers, will found out the learners' needs and learning preference, will be possible plan a suitable assessment for individual or group. Is possible have an informal chat with the learners and recognise if they have dyslexia, a low opinion of they capability, difficulty to filling form and write report or tendency to miss and confusing things.

Formal and informal assessment will take place during the programme, observing the learners during the lesson and give to them a construction feedback will boost in them, in particular for the shy people, confidence and motivation. Introducing the ICT assessment by watching video follow with a debate will help the visual and aural people. ICT are useful to improve the learners' skills in this field. Teachers and trainers need to up to date online programme and support the use of electronic device suitable with the lesson: computer, tablet, smartphone. Support or translate the assessment in another language and ask if is required an external help, will help the people that the English is a second language or for the people who are partially deaf. Create an assessment in a different colours, characters or multiple-choice questions and allowing extra time will help the learners with dyslexia and visual impaired.

Teachers and trainers duty is promote the equality and diversity during all programme.

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

Learners should be involve in the assessment process from commencement to completion of the programme and the result of the initial assessment should be used to agree an individual learning Plan – ILP or assessment plan.

Teachers and trainers should give to the learners a copy of the what is to be assess and them can check their own progress and take the ownership of their development.

To avoid repetitions is possible to instigate a recognition of prior learning (RPL) and check if some learners has already achieved a unit or part of the programme.

Assessment can be take place in a workplace and discussing what will be assessed, how and when. A two-way conversation will take place leading to an appropriate plan of action for further training or formal assessment to take place.

Ask to learners to complete a SWOT analysis (originated by Albert S Humphrey in the 1960s) give them the opportunity to consider their current skills, knowledges and how is relate with their development progression.

An informal assessment, during the session, will start with open questions and everyone will have the chance to answer to the question using the PPP model.

Ask to the learners feedback and to reflect about their own progress will help them to reach the achievement.

Maybe another people or department (internal: mentor, colleagues, manage; or external: inspector, supervisor, external quality assurers) will be involve in the assessment and teachers and trainers will up to date them about learners' progress or any them particular
2.2 Explain the role and use of peer–and self–assessment in the assessment process

Peer assessment actively involve a learning assessing another learner's progress. Teacher and trainers will make sure that peer will aware about: assessment criteria, reach a decision and give constructive feedback. Peer assessment is useful to:

- motivate learners,
- help develop communication skills,
- promote attention and focus on what is happening

however this assessment has limitations such:

- demotivate some learners
- personality conflicts or unjustified comments
- everyone need to understand the assessment required

Peer can be assess each other's work anonymously, give written feedback, hold a group discussion and give some suggestion to the another peer. Teachers and trainers will take the final decision of the achievement.

Self assessment involve learners assessing their own progress and help them to set their own goal. Self assessment give to the learners responsibility and ownership of their progress.

Self assessment is useful to:
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• encourage reflection
• identify when they are ready for a formal or summative assessment
• improve personal responsibility

The limitations are:
• learners may feel they have achieved have more than they actually have
• some learners may lack of confidence in their ability to make decisions about their own progress
• difficult to be objective when making a decision

Teachers and trainers will give a constructive feedback during and the end of the assessment.

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

Available information can help, support and improve the learning process.

Sources of information such progress and achievement records, informal and formal assessment, personal records, feedback records, should be available, up to date and clear. These documents protect from a secret password, should be available in anytime and teachers, trainers, internal and external staff should respect and follow Data Protection Act (1998) and confidentiality policy.

Internal or external agency will check the learners' progress, achievement and give all support that the individual or group will need. Professionalism and collaboration are required from teachers and trainers.

In my organisation is required to keep personal files, uniform policy, company policy, improvement notice records, disciplinary and achievement and show those document during an internal and external audit. If the files are not up to date or something is miss a formal or informal improvement will be request to the store manager.

3.1 Describe the key features of constructive feedback

Is teachers and trainers responsibility to be fair, respectful and honest with all the learners and promote a positive environment. They should be objective and not subjective with the judgement and refer to VACSR (Valid, Authentic, Current, Sufficient, Reliable) and SMART (Specific, Measurable, Achievable, Relevant, Time-bound) model. Refer to this model will help the teachers and trainers to plan, assess, be clear and precise.

Constructive feedback can be formally in writing or informally orally, direct to an individual or indirect to a group, electronic and descriptive and create an opportunity to improve the communication between teacher, learners and peer.

Teachers and trainers, give a constructive feedback, will help the learners to improve confidence and motivation and, asking an informal feedback to the learners first give to them the capability and responsibility to reflect and realise mistakes or achievements. Give straightforward a clear feedback, give to the learners the possibility to change attitude, realise mistakes or emphasises the progress rather than failure.
Constructive feedback is a way to help, boost confidence and motivate the learners. Learners will know which skills they need to improve to be ready for the summative assessment or to achieve an award. A two-way process improve the communication between teachers or trainers and learners, allow discussion, clarify any points and negotiating goals and actions. Constructive feedback give the opportunity to the learners to asking questions and is a good way to carry out a formative assessment in informal way. Teachers and trainers should always inform the learners about progress and achievement. Constructive feedback need to be clear and should provide an objective basis, on which the learner can evaluate improvement and negotiate goals.

“Giving feedback in a constructive way enables learners to know what progress that have made, which requirements that have achieved and any action that may be required” (Anne Gravell, The Award in Education and Training, 2014).

3.3 Explain ways to give constructive feedback to learners

“Feedback is the most powerful single influence that make difference to student achievement” (Professor Hattie, 1987)

Constructive feedback can be formal, informal, oral or written. Always teachers and trainers should use a positive tone of voice, body language and facial expression, have a non judgement and fair behaviour. Never use a confrontation words or phrase; “well done” or “great” doesn't tell to the learners what was great. Use however instead of but, can make much easier for the learners to accept the feedback. Give a descriptive feedback give the opportunity to the learner to know what they have achieved and what they can to progress further. Most people need encouragement first and after they can accept the feedback. Teachers and trainers can use a “Praise Sandwiches” telling them what was done well first, then in which field they need improve and finish with a positive note to keep high the motivation. Medal and Mission from Petty (1998) give to the learner first a positive information in what went well and, in the second time, what need to improve or correct and set up a clear goal to achieve. Using learners’ name the feedback became personal and stimulate the responsibility of the learners and one to one is a good way to give to them all individual support. Depending of the learners' motivation a constructive feedback can be blame and criticise and, is the teachers and trainers duty to know the learners' background and use a suitable model, Praise Sandwiches or Medal and Mission, to give the feedback.

4.1 Explain the need to keep records of assessment of learning

Assessment record must be maintained to satisfy the quality assurance system of internal organisation and external regulators such as OFSTED. Showing an audit trail is mandatory to check the learners' progress, achievement, self assessment and improvement from commencement to completion of the programme. Record of assessment of learning must be kept for 3 years after a student has left and is necessary in case the learner appeals against an assessment decision.
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Teachers and trainers are able to monitor the learners’ progress, to set or review the ILP (Individual Learning Plan) target and have a clear vision of the group of work. Teachers and trainers, in non-accredited programme, still need to record the learners progress. This record is called RARPA (recognising and recording programme and achievement).

Record must be up to date, clear, factual, legible, accurate and electronic record need to have a back up in case any date is lost. Internal staff and external agency should follow the Data Protection Act (1998).

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

Keeping record of assessment support the teachers and learners during the all programme to check the learners’ improvement and prove that the activities and assessment took place.

Teachers and trainers can received the visit from the awarding bodies such City and Guilds and QCF, that organised an inspection to see the documentation that is stored to assess the organisation’s quality assurance system.

All the documentation must be kept for 3 years after the student has left and teachers and trainers in non-accredited programme will keep the record in the RARPA programme (Recognising and recording Progress and Achievement).

Assessment record provide information about the learners’ progression and achievement and need to satisfy, during the audit, the internal quality assurance system and external regulator such Ofsted, Care Quality Commission (CQC) and The Skill Funding Agency.


References:


Website

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