

<b>Unit Title:</b>	<b>Understanding Assessment in Education and Training</b>
<b>Unit Level:</b>	<b>Three</b>
<b>Unit Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>12</b>
<b>AIM Awards Unit Code:</b>	<b>GB1/3/EA/028</b>
<b>Unique Reference Number:</b>	<b>R/505/0050</b>

This unit has 4 learning outcomes

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand types and methods of assessment used in education and training	1.1. Explain the purposes of types of assessment used in education and training 1.2. Describe characteristics of different methods of assessment in education and training 1.3. Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs 1.4. Explain how different assessment methods can be adapted to meet individual learner needs
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 2.2. Explain the role and use of peer- and self-assessment in the assessment process 2.3. Identify sources of information that should be made available to learners and others involved in the assessment process

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**GLH:** 12

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
3. Understand the role and use of constructive feedback in the assessment process	3.1. Describe key features of constructive feedback 3.2. Explain how constructive feedback contributes to the assessment process 3.3. Explain ways to give constructive feedback to learners
4. Understand requirements for keeping records of assessment in education and training	4.1. Explain the need to keep records of assessment of learning 4.2. Summarise the requirements for keeping records of assessment in an organisation

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**ASSESSMENT INFORMATION**

Specific Requirements for Assessment and delivery of this unit.

**ASSESSMENT AND DELIVERY INFORMATION**

This unit would normally be assessed through completion of the AIM Awards Level 3 Award in Education and Training Portfolio. Centre-devised assessment tasks are permitted, provided they are approved by the Internal Verifier before commencement of delivery. See page 14 of the qualification specification for more information.

**Unit Summary**

The purpose of the unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve the learners in assessment and requirements for record keeping.

**Assessment Requirements/Recommendations**

- The units of assessment for the Award were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training.
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course.
- The recommended assessment for this unit is the AIM Awards Level 3 Award in Education and Training Portfolio. Below is the mapping of the AIM Awards Level 3 Award in Education and Training Portfolio tasks against the unit assessment criteria:

1.1	C1a	2.1	C1b	3.1	C1a
1.2	C1a	2.2	C1a	3.2	C1a
1.3	C1a	2.3	C2	3.3	C1b
1.4	C1b			4.1	C2
				4.2	C2

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#### **Indicative Content**

- key concepts of assessment, e.g., formative, summative, ipsative, norm- and criterion-referenced assessment, reliability and validity, self-assessment, peer assessment;
- the purposes of assessment, including notions of sustainability and the relationship between assessment and evaluation;
- the place of assessment in the learning cycle;
- screening, initial assessment, diagnostic assessment and needs analysis;
- the assessment process, from planning and implementation to giving feedback and recording achievement;
- reviewing and action planning;
- types of assessment instrument and range of assessment methods, e.g., oral and written questions, projects, simulations, witness statements, learning journals, portfolios, observation;
- moderation/standardisation;
- organisational assessment record requirements and reasons for them.

#### **Delivery Requirements/Recommendations**

- Appropriate physical resources will be required to deliver and assess this unit.
- See qualification specification for the requirements for those delivering units and/or observing and assessing practice.

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<b>Owner:</b>	Learning and Skills Improvement Service (LSIS)
<b>Unit Grading Structure</b>	PASS
<b>Sector Subject Areas (SSA)</b>	13.1 Teaching and Lecturing
<b>Unit Review Date (dd/mm/yyyy)</b>	31/05/2017
<b>Availability for Use</b>	Shared
<b>Restricted organisations</b>	N/A
<b>Assessment Guidance</b>	N/A
<b>Equivalences</b>	N/A