Unit Title:	**Understanding the Principles and Practices of Assessment**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**24**
AIM Awards Unit Code:	**GB1/3/EA/010**
Unique Reference Number:	**D/601/5313**

This unit has 8 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the principles and requirements of assessment	1.1. Explain the function of assessment in learning and development 1.2. Define the key concepts and principles of assessment 1.3. Explain the responsibilities of the assessor 1.4. Identify the regulations and requirements relevant to assessment in own area of practice
2. Understand different types of assessment method	2.1. Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3. Understand how to plan assessment	3.1. Summarise key factors to consider when planning assessment 3.2. Evaluate the benefits of using a holistic approach to assessment 3.3. Explain how to plan a holistic approach to assessment 3.4. Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5. Explain how to minimise risks through the planning process
4. Understand how to involve learners and others in assessment	4.1. Explain the importance of involving the learner and others in the assessment process 4.2. Summarise types of information that should be made available to learners and others involved in the assessment process 4.3. Explain how peer- and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4. Explain how assessment arrangements can be adapted to meet the needs of individual learners

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5. Understand how to make assessment decisions	5.1. Explain how to judge whether evidence is: • sufficient; • authentic; • current 5.2 Explain how to ensure that assessment decisions are: • made against specified criteria; • valid; • reliable; • fair
6. Understand quality assurance of the assessment process	6.1. Evaluate the importance of quality assurance in the assessment process 6.2. Summarise quality assurance and standardisation procedures in own area of practice 6.3. Summarise the procedures to follow when there are disputes concerning assessment in own area of practice
7. Understand how to manage information relating to assessment	7.1. Explain the importance of following procedures for the management of information relating to assessment 7.2. Explain how feedback and questioning contribute to the assessment process

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
8. Understand the legal and good practice requirements in relation to assessment	8.1. Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare 8.2. Explain the contribution that technology can make to assessment process 8.3. Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment 8.4. Explain the value of reflective practice and continuing professional development in the assessment process

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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 AIM Awards before commencement of delivery.

Unit Summary
The purpose of the unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

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	C2a	4.1	C2b	7.1	C1c
1.2	C2a	4.2	C1c	7.2	C1c
1.3	C1a	4.3	C2b	8.1	C1c
1.4	C1c	4.4	C2b	8.2	C1c
2.1	C2b	5.1	C1b	8.3	C1c
3.1	C2c	5.2	C1b	8.4	C1c
3.2	C2c	6.1	C1c		
3.3	C2c	6.2	C1c		
3.4	C2c	6.3	C1c		

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| 3.5 | C2c | |

Indicative Content

- key concepts of assessment, e.g., formative, summative, ipsative, norm- and criterion-referenced assessment, reliability and validity, self-assessment, peer assessment, moderation, standardisation;
- the purposes, regulations and requirements of assessment;
- the place of assessment in the learning cycle;
- screening, initial assessment, diagnostic assessment and needs analysis;
- range of roles in assessment process, e.g., teacher, assessor, verifier, moderator, examiner;
- the assessment process, from planning and implementation to giving feedback and recording achievement, reviewing and action planning;
- strengths and limitations of a range of assessment methods, e.g., oral and written questions, projects, simulations, witness statements, learning journals, portfolios, observation;
- identification of strategies to involve learners in assessment process and meet individual learner needs;
- organisational and legal assessment record requirements and reasons for them;
- good practice in relation to assessment – the roles of reflective practice and continuing professional development.

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