

Assessment

An Open College Network West Midlands Guide to Getting it Right

Assessment is the process through which a learner's skills, knowledge and understanding are reviewed in order to confirm what they have learned.

It is essential you are familiar with any assessment requirements that apply to each qualification or individual unit which you can find in the relevant qualification guide. Do this before offering the qualification or planning the assessment strategy.

There should be an assessment plan for each unit detailing how the learning outcomes and assessment criteria will be achieved. Each assessment task should be accurately cross-referenced to the relevant assessment criteria so that the link between the two is clear.

It is good practice to make assessment tasks varied, stimulating and motivating for the learner. Good presentation is an important part of that.

Assessment plans and individual assessment tasks should be checked (pre-verified) before being issued to learners by the internal quality assurer (IQA)/ internal verifier (IV).

Principles of Assessment - There are eight principles that apply to all assessments:

1. **Validity:** Assessment tasks should produce evidence that is clearly relevant to the learning outcomes/assessment criteria being assessed.
2. **Reliability:** It should be possible to repeat assessment tasks with similar target groups and different assessors and obtain comparable results. Where different assessment activities are used to assess the same unit, the relative demand of those activities should be comparable.
3. **Sufficiency:** assessment tasks should result in enough evidence produced being produced to demonstrate that all the knowledge, understanding or skills have been achieved.
4. **Transparency:** Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to learners
5. **Inclusivity:** Care should be taken that assessment tasks and procedures do not disadvantage any group of learners or individuals. Care should be taken with the content and language of assessment tasks to ensure that they are free from bias.
6. **Currency:** Assessment tasks should be regularly reviewed to ensure that they continue to meet up-to-date occupational, technical, and legislative requirements.
7. **Authenticity:** There must be arrangements in place to ensure that the evidence of achievement produced by learners is their own work. Centres must provide learners with clear guidance on plagiarism and malpractice.

8. **Developmental:** Assessment should be treated as part of the teaching and learning process. Feedback should be honest, clear and reliable, focussing on positive aspects as well as indicating areas for improvement.

Do you want to improve your Assessment practice further? Please visit the Training section of our website for details of events.

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