

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	DA3F 04
-Unit title-	ASSESSMENT AND MODERATION
-Superclass category-	GB
-Date of publication- (month and year)	AUGUST 2002
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Designing and using assessment methods to provide accurate information about learning and achievement. Contributing to internal quality assurance processes.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

OUTCOMES:

1. explain the principles and purposes of assessment;
2. design assessment instruments for the collection of evidence;
3. assess competence;
4. contribute to internal quality assurance processes.

CREDIT VALUE: 2 HN Credits.

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS**

Unit number: DA3F 04

Unit title: ASSESSMENT AND MODERATION

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE PRINCIPLES AND PURPOSES OF ASSESSMENT

PERFORMANCE CRITERIA

- (a) The differences between competence based and non-competence based assessment are described correctly.
- (b) The advantages and disadvantages of using direct and indirect sources of evidence are described accurately.
- (c) An appropriate range of assessment methods that will deliver fair, valid and reliable results are accurately analysed in terms of strengths and weaknesses.
- (d) The purposes of formative and summative assessment are explained clearly.
- (e) Alternative assessment opportunities for learners with special assessment requirements are described clearly.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to cover all the performance criteria.

OUTCOME

2. DESIGN ASSESSMENT INSTRUMENTS FOR THE COLLECTION OF EVIDENCE

PERFORMANCE CRITERIA

- (a) Assessment methods chosen clearly and accurately relate to the knowledge or performance evidence to be assessed.

- (b) Fair and reliable methods of collecting knowledge and performance evidence, which do not discriminate against the candidate, are selected.
- (c) Assessment instruments are supported by guidance and instructional materials which clearly advises candidates and assessors on their use and which reflect the awarding body requirements.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Performance and documentary evidence that the candidate has designed two assessment instruments using different assessment methods for the collection of performance evidence. Performance and documentary evidence that the candidate has designed two instruments using different assessment methods for the collection of knowledge evidence, covering all the performance criteria.

OUTCOME

3. ASSESS COMPETENCE

PERFORMANCE CRITERIA

- (a) The timing and pacing of assessments is appropriate.
- (b) Valid, reliable and fair assessment methods are selected.
- (c) The purpose and nature of the assessment process is explained clearly to learners.
- (d) Assessments are conducted according to agreed procedures in a safe, fair and consistent manner.
- (e) Evidence is judged accurately against identified criteria.
- (f) Learners are provided with a clear and accurate assessment decision and given constructive feedback within an appropriate timescale.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Performance criteria (a) and (b): Performance and documentary evidence that the candidate has developed an assessment plan for a unit.

Performance criteria (c), (d), (e) and (g): Performance and documentary evidence that the candidate has carried out assessment of knowledge and performance evidence using at least three different methods for a minimum of two learners.

OUTCOME**4. CONTRIBUTE TO INTERNAL QUALITY ASSURANCE PROCESSES****PERFORMANCE CRITERIA**

- (a) Assessment results are processed, recorded and stored following the organisation's procedures.
- (b) The explanation of the purpose of the internal moderation system in monitoring quality standards is correct.
- (c) The contribution to standardisation arrangements demonstrates that assessment decisions are in line with others.
- (d) The contribution to the agreed quality assurance process is effective.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Performance criteria (a): Written report and records of assessment decisions for at least two learners.

Performance criteria (b): Written and/or oral evidence.

Performance criteria (c) and (d): Performance and documentary evidence that the candidate has contributed effectively to the internal moderation process.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: DA3F 04

Unit title: ASSESSMENT AND MODERATION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit has been designed for candidates who already have, or who anticipate having, responsibility for designing assessment instruments and assessing learning programmes in further education. Tutors need to be effective in using an appropriate range of assessment methods to provide accurate information about learning and achievement. This involves ensuring that learners understand and are involved in the process, that the timing of assessment is appropriate and the monitoring and recording of achievement meets awarding bodies requirements. Tutors also need to be able to use assessment information of a variety of purposes and contribute to internal quality assurance processes.

CONTENT/CONTEXT This principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated. Integration with the delivery and assessment of both Plan and Prepare the Learning Experience and Manage the Teaching-Learning Environment is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- the differences between competence based assessment and non-competence based methods of assessment;
- advantages and disadvantages of different sources of direct evidence, eg tutor assessment;
- advantages and disadvantages of different sources of indirect evidence, eg self-assessment, peer assessment, group assessment, assessment by others, APL;
- advantages and disadvantages of different methods of assessing performance and their characteristics, eg watching candidates perform, setting skills tests, arranging simulations, computer-based assessment;
- advantages and disadvantages of different methods of assessing knowledge and their characteristics, eg oral questioning, written questioning, setting projects and tasks, computer-based assessment;

- concepts of validity, reliability and sufficiency and their application to the assessment of learning and learners' achievements;
- the way in which APL can take account of learning from past experience and achievements;
- issues of cost effectiveness, quality of evidence, authenticity, currency of evidence, sufficiency, confidentiality;
- the role of assessment in relation to the learning cycle;
- the purpose of continuous and end-of-programme assessment;
- distinctions between formative and summative assessment procedures;
- the role of assessment in the overall evaluation of learning programmes;
- ways of using assessment information to monitor the effectiveness of the learning process;
- ways of using assessment information to maintain standards and to reflect upon one's own teaching
- appropriate stakeholders, including parents, guardians, carers, employers, awarding bodies and other external institutions, and the nature of the assessment information they require;
- equity and inclusivity issues in relation to assessment;
- alternative assessment opportunities for learners with special assessment requirements;

Outcome 2

- the principles of assessment design as they relate to assessment at the required level and for particular kinds of learning;
- methods of assessing performance and their characteristics, eg watching candidates perform, setting skills tests, arranging simulations;
- how to accurately assess performance against specific parts of a standard;
- methods of assessing knowledge and their characteristics, eg oral questioning, written questioning, setting projects and tasks;
- appropriate procedures for assessing knowledge;
- advantages and disadvantages of different methods;
- principles of assessment, ie validity, reliability, consistency, authenticity, sufficiency and practicability;
- integration of assessment
- the importance of equality of opportunity in the design and application of assessment systems;
- alternative assessment opportunities for learners with special assessment requirements;
- assessment documentation, eg guidance to assessors on number of observations; marking systems, allowable variances.

Outcome 3

- the role of assessment in relation to the learning cycle;
- how to create a whole and balanced assessment process;
- appropriate timing and packing of assessment within a learning programme;
- methods of assessing performance and their characteristics, eg watching candidates perform, setting skills tests, arranging simulations;
- methods of assessing knowledge and their characteristics, eg oral questioning, written questioning, setting projects and tasks;
- integration of assessment
- equity and inclusivity issues in relation to assessment;
- alternative assessment opportunities for learners with special assessment requirements;
- how to judge evidence reliably;
- how to make fair and consistent assessment decisions;

- principles of assessment, ie validity, reliability, consistency, authenticity, sufficiency and practicability
- how to use language and behaviour which does not discriminate against any candidate;
- how to monitor and review progress with learners;
- appropriate forms of feedback to learners;
- how to give constructive feedback to candidates according to the nature of the decision taken;
- evidence recording, eg use of checklists;
- how to keep to the Data Protection Act.

Outcome 4

- organisational procedures for recording assessment outcomes including the requirements of external awarding bodies;
- how to record and process assessment decisions;
- how to keep to the Data Protection Act.
- college quality assurance policies and procedures;
- how to follow standardisation and internal quality assurance procedures
- the role of an assessor;
- the role of an internal moderator
- the role of an external moderator.

APPROACHES TO GENERATING EVIDENCE The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio should provide evidence towards a qualification based on occupational competence in lecturing in further education, eg TQFE.

ASSESSMENT PROCEDURES Evidence gathered from the workplace would be the primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range or performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, eg reports, assessment instruments and associated guidance and instructional materials, assessment plans, assessment evidence generated by candidates, evidence checklists and registers, minutes from internal moderation meetings.

Evidence given by those who have witnessed the candidate's performance in carrying out assessment, contributing to standardisation of evidence and internal moderation.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence across the full range cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why in different circumstances.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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