

Higher National Unit Specification

General information for centres

Unit title: Learning and Development: Non-Competence Based Assessment

Unit code: DN3L 34

Unit purpose: This Unit is designed to enable candidates to provide candidates with the knowledge, skills and understanding to carry out non-competence based assessment.

On completion of the Unit the candidate should be able to:

1. Explain the principles and purposes of non-competence based assessment.
2. Evaluate the design of non-competence based assessment instruments.
3. Carry out non-competence based assessments and provide feedback to a learner.

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at Intermediate 2 (SCQF Level 5) or similar qualifications or experience and some knowledge of the training cycle and the trainer's role within it.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included as a mandatory option in the framework of the HNC Learning and Development.

Assessment: This Unit will be assessed by written and performance evidence. Outcomes 1 and 2 are assessed together and should demonstrate the candidate's understanding of the principles of non-competence based assessment. This report should also evaluate the effectiveness of a range of non-competence based assessment instruments provided by the Centre and examine their advantages and limitations. Outcome 3 focuses on the application of the assessment instruments and could be assessed by a case study where the candidate applies an assessment instrument and provides feedback to learners. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the principles and purposes of non-competence based assessment

Knowledge and/or skills

- ◆ Purposes of assessment (diagnostic, formative, summative).
- ◆ Advantages and limitations of non-competence based assessment.
- ◆ Non-competence based assessment methods.
- ◆ The principles of assessment

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ explaining the purposes of assessment and
- ◆ examining in detail the advantages and limitations of different types of non-competence based assessment.
- ◆ This report should also detail the practical application of the principles of assessment to non-competence based assessment instruments.

Assessment guidelines

The evidence for this Outcome may be combined with the evidence for Outcome 2 and by detailing the candidate's understanding of non-competence based assessment, inform the evaluation of assessment instruments in Outcome 2.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Non-Competence Based Assessment

Outcome 2

Evaluate the design of a range of non-competence based assessment instruments

Knowledge and/or skills

- ◆ Types of non-competence based assessment
- ◆ Characteristics of effective instruments of assessment.
- ◆ valid and reliable assessment instruments
- ◆ Ways to ensure validity and reliability of assessment instruments

Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify at least 3 three strengths and 1 limitation for each of 2 different types of non-competence based assessment

Assessment guidelines

Candidates can be provided with case studies which contain examples of assessment instruments with accompanying background information about the requirements of the assessment[s] and asked to evaluate the effectiveness of the instruments.

This Outcome may be assessed separately or combined with assessment for Outcome 1.

Outcome 3

Carry out non-competence based assessments and provide feedback to a learner

Knowledge and/or skills

- ◆ Characteristics of effective marking schemes.
- ◆ Appropriate use of different types of marking schemes.
- ◆ Providing assessment guidelines for assessors and learners
- ◆ Principle features of effective feedback
- ◆ Advantages and limitations of different types of feedback.

Evidence requirements

Candidates will provide evidence to demonstrate their knowledge and/or skills by showing that they can carry out non-competence based assessments.

- ◆ the candidate will apply the principles of assessment to two different types of non-competence assessment
- ◆ the candidate will also demonstrate effective and appropriate feedback skills by providing feedback for 2 learners for each type of assessment

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Non-Competence Based Assessment

The assessment used may be real or simulated.

Assessment guidelines

This Outcome can be assessed by a case study where candidates are provided with examples of marking schemes or model answers and apply these to examples of learners' scripts. The case study should also incorporate opportunities for feedback.

Administrative Information

Unit code:	DN3L 34
Unit title:	Learning and Development: Non-Competence Based Assessment
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Higher National Unit specification: support notes

Unit title: Learning and Development: Non-Competence Based Assessment

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to develop the practical skills and knowledge to evaluate and carry out non-competence based assessments.

The principal context will be the training environment with evidence generated by reports, commentaries and documentary evidence. There may also be observation of the candidate role-playing providing feedback to a learner.

The Unit is designed to be practical in content with sufficient underpinning knowledge to support performance.

For Outcomes 1 and 2 candidates will need a broad understanding of the form and purpose of non-competence based assessment and how it differs from other types of assessment. The following list is offered as a guideline only:

Outcome 1 examines the principles and purposes of non-competence based assessment. Learners should be made aware of:

- ◆ Purposes of assessment: diagnostic, formative & summative.
- ◆ The assessment process.
- ◆ Main features of non-competence based assessment systems (associated with a learning programme, measures cognitive abilities and practical skills as opposed to competence, elements of the programme can be sampled in the assessment, criterion/norm- referenced).
- ◆ Differences between non-competence based and competence based assessment.
- ◆ Differences between criterion-referenced assessment and norm-referenced assessment and their application in non-competence based assessment.
- ◆ Examples of non-competence-based assessment systems (eg academic qualifications, assessment during a learning programme, organisational non-competence based assessment systems).
- ◆ Range of assessment methods: (multiple choice questions, short answer questions, essays, written examinations, oral examinations, assignments/research tasks, logs, reports, peer assessment, self assessment, discussion, interviews, case studies, simulation, role-plays, practical examinations/tests).
- ◆ The principles of assessment (validity, reliability, currency, sufficiency, authenticity and fairness). Cost-effectiveness should also be considered.
- ◆ Internal and external quality assurance of non-competence-based assessment systems.
- ◆ An awareness of the impact of current legislation on assessment practice

Higher National Unit specification: support notes

Unit title: Learning and Development: Non-Competence Based Assessment

Outcome 2 looks at issues involved in designing instruments of assessment. Learners should be made aware of:

- ◆ Ways of identifying the requirements of the assessment (awarding body requirements, internal requirements, analysis of syllabus and objectives, level of knowledge/skill required).
- ◆ Characteristics of an effective instrument of assessment [validity, reliability, relevant to learning objectives, not biased against any candidate, appropriate level of difficulty, promotes learning, clearly expressed in appropriate language, samples an appropriate amount of material, cost-effective].
- ◆ Issues involved in designing non-competence based criterion referenced assessments.
- ◆ Issues involved in designing norm referenced assessments.
- ◆ Uses of Computer Assisted Assessment [CAA].

Outcome 3 looks at issues involved in marking assessments and giving feedback. Learners should be made aware of:

- ◆ Different types of marking schemes and their advantages and disadvantages (criterion referenced checklists, rating scales, model answers, grading & norm referencing).
- ◆ Issues involved in designing valid and reliable marking schemes.
- ◆ Importance of designing the marking scheme when designing the instrument of assessment.
- ◆ Ways of communicating the marking scheme to students and assessors.
- ◆ Ways of ensuring consistency and reliability when carrying out assessment [standardisation meetings, blind marking, double marking, moderation].
- ◆ Uses of Computer Assisted Assessment (CAA) when marking assessments
- ◆ Methods of recording assessment.
- ◆ Principle features of effective feedback (immediate, specific, non-judgemental, positive).
- ◆ Advantages and limitations of different types of feedback (directive and non-directive).
- ◆ How to encourage individuals to seek advice or further action as a result of the assessment decision.

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from all available sources. Direct observation, oral questioning, case studies and written/documentary evidence would be appropriate methods of assessment for this Unit.

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* [SQA, 2001]

Higher National Unit specification: support notes

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Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Learning and Development: Non-Competence Based Assessment

What this Unit is about

This Unit is designed to provide you with the knowledge necessary to carry out non-competence based assessment. Non competence based assessment assesses whether learners have the knowledge/skills/attitudes to meet the requirements of a learning programme. It is different to competence based assessment which gathers evidence to identify whether candidates have the ability to perform tasks in real or simulated work roles.

What you will learn

You will learn about

- ◆ the principles and purposes of non-competence based assessment
- ◆ arguments for and against non-competence based assessment
- ◆ different types of assessment methods and their use
- ◆ how to design valid and reliable assessments
- ◆ issues involved in marking assessments fairly, objectively and consistently
- ◆ how to give feedback to candidates

On completion of this unit you should be able to:

1. Explain the principles and purposes of non-competence based assessment.
2. Evaluate the design of a range of non-competence based assessment instruments.
3. Carry out non-competence based assessments and provide feedback to a learner.