



## Unit Specification for Regulated Qualifications

<b>Unit title</b>	Understanding the Principles and Practices of Assessment
<b>Unit level</b>	3
<b>Credit</b>	3
<b>Guided learning hours</b>	24
<b>SQA unit code</b>	FD49 70
<b>Regulator unit code</b>	D/601/5313
<b>Publication date</b>	October 2017
<b>Unit owner and reference</b>	LLUK
<b>Version</b>	01

## History of changes to unit

Version	Description of change	Date

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## Unit purpose

This knowledge unit can be taken by those who are in a position to carry out real assessments and can be taken in conjunction with one or both of the following practice units:

- ◆ *Assess Occupational Competence in the Work Environment*
- ◆ *Assess Vocational Skills, Knowledge and Understanding*

The units can be assessed at the same time and, in the spirit of holistic assessment, evidence from one can be used to meet some of the requirements of the other.

This knowledge unit is also relevant for those who are new to assessment and hoping to become assessors. This means that individuals can gain an understanding of assessment principles and practices before they go on to practice assessment. When they are ready to practice they can then undertake one or both of the 'practice' units above, dependent on the type of assessment they will be carrying out.

This unit is also applicable for those who need to know about assessment, but never intend to practice, for example managers who have some connection with the operational/business of managing assessment. In this situation, they would not achieve the whole qualification but could complete this stand-alone knowledge unit.

### What this unit is about

The aim of this unit is to assess the assessor-candidates' knowledge and understanding of assessment principles and practice.

Each regulated assessor qualification includes this mandatory unit. The unit covers all the essential knowledge and understanding that individuals require to enable them to understand assessment principles and practice in the work environment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

### Statement of standards

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

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The assessor-candidate will:</b>	<b>The assessor-candidate can:</b>
1 Understand the principles and requirements of assessment.	1.1 Explain the functions 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.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The assessor-candidate will:</b>	<b>The assessor-candidate can:</b>
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.
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.
5 Understand how to make assessment decisions.	5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>◆ sufficient</li> <li>◆ authentic</li> <li>◆ current</li> </ul> 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>◆ made against specified criteria</li> <li>◆ valid</li> <li>◆ reliable</li> <li>◆ fair</li> </ul>

<b>Learning outcomes</b>		<b>Assessment criteria</b>	
<b>The assessor-candidate will:</b>		<b>The assessor-candidate can:</b>	
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.
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 the 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.

## Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of assessor-candidates should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

<b>Additional information about the unit</b>
<b>Unit purpose and aim(s)</b>
The aim of this 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.
<b>Unit start date</b>
01/08/2017
<b>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</b>
Learning and Development NOS Standard 9: Assess Learner Achievement.
<b>Details of the relationship between the unit and other standards or curricula (if appropriate)</b>
N/A
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>
<ul style="list-style-type: none"> <li>◆ The aim of this unit is to assess the candidate assessor's knowledge and understanding of the principles and practices that underpin assessment.</li> <li>◆ All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.</li> <li>◆ There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.</li> <li>◆ Evidence of the candidate's knowledge and understanding must be recorded (audio and video recordings are also acceptable) and referenced to each of the relevant learning outcomes and assessment criteria. Centres may use SQA's evidence tracker to record and reference evidence or centres may use their own recording system.</li> </ul>
<b>Endorsement of the unit by a sector or other appropriate body (if required)</b>
Lifelong Learning UK
<b>Location of the unit within the subject/sector classification system</b>
13 Education and Training 13.2 Direct Learning Support

### Assessment for this unit

The assessment guidance has been developed to provide assessors with information relating to evidence collection where candidates are being assessed for this knowledge unit independently of the practice units. In this situation, a variety of methods may be used to assess knowledge and understanding such as:

- ◆ Written/oral questioning
- ◆ Professional discussion
- ◆ Reflective accounts
- ◆ Assignments
- ◆ Recognising prior learning

Where candidates' knowledge and practice units are being assessed simultaneously, evidence for one unit can be used to satisfy specific requirements of the other and vice-versa. *\*The terms used in the assessment criteria of the knowledge unit, namely, explain, summarise and evaluate must be met in full when referencing evidence in from the practice units.*

As assessment guidance only, centres are not obliged to apply all of the guidance above. Centres are however obligated to fulfil all of the generic assessment requirements as devised by LLUK and SQA.