

# NATIONAL STANDARDISATION REPORT



## SECTOR 3.2 & 5.2

**Date:** Tuesday, 14 July 2009

**Venue:** Colchester United Football Club, Weston Homes Community Stadium, United Way, Colchester, Essex, CO4 5UP

**Time:** 11.00am to 3.00pm

### 1 Context

The national standardisation event focussed on Step–Up and Progression units from sub sectors 3.2 and 5.2 at Entry Level 3, Level 1 and Level 2. Horticulture and Construction units were selected as they provided an opportunity to discuss how practical units are evidenced. In addition these units are used in both the Step–Up and Progression qualifications, which have a different target audience.

### 2 Purpose

The purpose of the national standardisation event was to ensure that there is consistency in the understanding and application of standards for the Horticulture and Construction units, which include a practical assessment method. Samples were provided to inform discussions about standards and to illustrate expected standards.

All samples reviewed were in a workbook format, some included supporting photographs or images and/or witness statements from the assessor.

The meeting was asked to:

- Provide statements, comments and guidance for centres as required.
- Identify any exemplar documents.
- Look for issues that may have arisen within the units themselves that may cause differing interpretation.
- Compare specific units that have been used in both Step–Up and Progression Qualifications with a view to identifying any differences in evidencing and ensuring comparable standards across the different target groups.
- Compare the units across levels.
- Compare the methods used to evidence the practical demonstration centres use across units.

### 3 Outcomes

The feedback from the groups included the following:

- There were no differences in the standards for Step–Up and Progression Qualifications. The evidence produced did reflect the different target audiences.
- In some cases at the lower levels the tutor/assessor had acted as a scribe for learners, however this had not been indicated on the worksheet, nor why this was the case. This could be simply stated by the tutor/assessor, in line with the Reasonable Adjustments Policy.
- Some work sampled was missing signatures and dates from both the learner and the assessor.
- There was clear differentiation between the levels and it appeared that learners were being assessed at the appropriate level.

Good practice in assessment was agreed as follows:

- Evidence needs to be mapped against the assessment criteria and tracked, on a tracking sheet, as the learner completes the work.
- The assessment tasks should be included in the evidence.
- Images and/or photographs of the learner demonstrating the practical aspect of the assessment are useful to evidence the assessment method. In addition to this, the learner needs to describe what they are doing in the image/photograph, or what it demonstrates, to show they have met the assessment criteria. The tutor may act as a scribe to record the

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description but this must be stated.

- The assessor needs to sign and comment on the work to show it has been assessed.
- There needs to be evidence of formative feedback from the tutor/assessor as the learner works through the unit, not just summative feedback at the end of the unit.
- Evidence needs to include a variety of written work and images/ photographs. This makes the assessment method more inclusive, more accessible and more interesting for the learner.
- At the higher levels Quality Reviewers would expect to see evidence of underpinning knowledge; however this needs to be kept separate from the evidence for assessment in the portfolio.
- Internal Verifiers (IVs) should ensure early on in the course that the assessment tasks are suitable and appropriate to generate evidence that meet the assessment criteria.

## Exemplars:

- Three samples were identified as containing good practice. An exemplar Learner Assessment Booklet for one unit has been created and circulated with this report.

## Areas for Improvement:

- It needs to be clear what learning activities the learner has undertaken, what activities the learner is being assessed on and how the assessment activities are evidenced.
- Any assistance given to learners in completing the assessment, eg scribe, reader, etc, must be clearly stated in line with the Reasonable Adjustments Policy.
- Providers could use an assessment strategy/plan mapped to the units. This would show evidence of learning, the development of the learner and the evidence of achievement mapped against the assessment criteria.
- In instances where it is not possible to take photographs as evidence, eg in prison, providers should include images (sketches, drawings) as evidence.
- Creation of a tutor/assessor checklist to address the areas of good practice outlined above. An example checklist has been created and circulated with this report. Providers may wish to create their own checklist for similar units.
- Unit SE2/2/QQ/011, Developing Skills in Garden Horticulture Level 2, clarification of assessment criteria 4.4. The learner needs to explain/demonstrate how to prune a bush or tree to encourage fruit or flower budding and the context in which this is done, eg explain when it is done, why and where on the bush or tree.
- Providers would benefit from generic support/training on the basics of assessment and creating evidence.
- The meeting members recommended that the difference between a witness statement and an observation needs to be clarified. In addition, this needs to show what the learner has learnt, not what the tutor taught. Clarification is given below:

An Observation Record is completed by the assessor, it is used to record the learner's activities and the assessor comments on this against the learning outcome and assessment criteria. A Witness Statement is completed by someone who is not assessing the learner, for example a specialist providing professional comment, a supervisor, etc. and it is just used to record the learner's activities.

## Recording Evidence of Achievement for Practical Units

For this National Standardisation the meeting considered units that had a practical demonstration as a prescribed assessment methodology. From the samples collected it emerged that workbooks were the easiest way to collate evidence for practical demonstrations. The group agreed that as best practice workbooks should contain the following elements; tracking sheets for tasks and evidence, a scheme of work, photographs/images of the learner undertaking the practical assessment and their work, and formative and summative feedback from assessors.

Workbooks are not the only way to provide evidence for practical units. OCNs are encouraged to collect varied and innovative assessments for Standardisation. Alternative formats such as video could be used to provide evidence of practical demonstration; however this medium would need careful planning to ensure that the finished product is meaningful as evidence.