Title:	Assessing Learners in Remote Education and Training Contexts
Level:	4
Credit value:	4
GLH	25
Unique Reference Number:	T/651/0661
Sector Subject Area:	Education and Training.
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to assess learners in remote education and training contexts.
Assessment Type:	Assessment of this unit is internally set and internally assessed via a portfolio of evidence.
Assessment Guidance:	The portfolio of evidence must include evidence of at least 3 types/ methods of assessment contained in the required 30 hours of remote teaching. Please refer to the "Guidance on Assessment" document available on v-Learn.

Learning outcomes
The learner will:

1. Be able to use types and methods of assessment to meet the needs of individual learners.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to use types and methods of assessment to meet the needs of individual learners.

The learner must:

1.1 Explain different **types and methods of assessment**.

1.2 Identify and select **appropriate assessment types and methods**.

1.3 **Adapt and modify** assessment tasks.

1.4 Utilise technology tools to create accessible and engaging assessment experiences for remote learners.

1.5 Provide timely and constructive **feedback** to learners.

2. Be able to carry out assessments in accordance with internal and external requirements.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to carry out assessments in accordance with internal and external requirements.

The learner must:

2.1 Comply with **internal assessment policies and procedures**.

2.2 Adhere to **external assessment policies and procedures.**

2.3 Maintain confidentiality and **integrity** of assessment processes to ensure fairness and prevent plagiarism.

2.4 Communicate assessment expectations and procedures clearly to learners.

2.5 Document assessment results and provide regular updates, as appropriate.

3. Be able to cover wider learning aims when assessing learners.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to able to cover wider learning aims [eg maths, English, digital. Equality, Diversity, Inclusion (EDI), Education for Sustainable Development (ESD)] when assessing learners.

The learner must:

3.1 Integrate assessment tasks that measure students' progress in math and English language skills.

3.2 Assess students' **digital literacy skills.**

3.3 Incorporate assessment tasks that promote Fairness, Respect, Equality, Diversity, Inclusion, Engagement (FREDIE) principles.

3.4 Assess students' understanding of **ESD (Education for Sustainable Development) principles**.

3.5 Use assessment results to inform the development of **personalised learning plans.**

4. Be able to evaluate own assessment practice.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to evaluate own assessment practice.

The learner must:

4.1 Reflect on own **assessment practices**.

4.2 Seek feedback from colleagues, mentors, and students to gain insights into the effectiveness of assessment practices and identify areas for improvement.

4.3 Analyse assessment results to identify patterns, trends, and areas of concern, and use this data to inform improvements in instruction and assessment.

4.4 Develop a plan for continuous improvement of assessment practices, incorporating feedback, self-reflection, and data-driven decision-making.

4.5 Stay up-to-date with current trends and best practices in remote assessment, participating in professional development opportunities and sharing expertise with colleagues.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge and skills that will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements	
Types and methods of assessment:	• Formative • Summative • Diagnostic. • Performance based.
Appropriate assessment types and methods:	Based on: • Learning objectives. • Learner need. • Remote learning environment.
Adapt and modify:	Accommodating: • Diverse learning styles. • Diverse abilities. • Cultural backgrounds.
Feedback:	Feedback should be: • Constructive. • Timely. • Accessible.
Internal assessment policies and procedures:	Including, but not limited to: • Guidelines for administration. • Grading policies. • Feedback policies.

External assessment policies and procedures:	For example: • Curriculum guidance. • Safeguarding policies. • Regulatory policies and procedures. • Professional standards / occupational standards appropriate to level.
Integrity:	Including, but not limited to: • Confidentiality • Ensuring fairness. • Equity. • Preventing plagiarism. • Validity. • Sufficient. • Reliable. • Timely.
Digital literacy skills:	Including, but not limited to: • Ability to access and evaluate online information. • Ability to use technology tools effectively. • Skills to communicate responsibly in digital environments. • Digital skills specific to subject / professional area.
FREDIE principles	FREDIE Principles: • Fairness. • Respect. • Equality. • Diversity. • Inclusion • Engagement. Examples include, but are not limited to: • Evaluating learner' understanding of diversity, respect for different perspectives, and anti-bias practices.
ESD (Education for Sustainable Development) principles,	Examples include: • Awareness of environmental issues. • Commitment to sustainable practices. • Ability to make informed decisions for a sustainable future.
Personalised learning plans	Should ensure plans: • Address students' strengths. • Identifies areas of improvement. • Includes wider learning aims.

Assessment practices	Reflection should include, as a minimum:
	• Own areas of strength.
	• Areas for improvement.
	• In terms of:
	  ○ Effectiveness.
	  ○ Fairness.
	  ○ Inclusivity.

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