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The Queen's Award for
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Support the On-going Review of Assessment Policy



At an appropriate point in the term, the learner and tutor/assessor will need to set aside time to discuss how the learning is progressing. They will want to look over the work they have done, discuss what progress has been made towards the initial course and personal aims and what still needs to be completed. They will set a new aims and targets and will want to discuss what has worked and what has not worked for the learner and what has been enjoyable and useful. Thus, in a relaxed way they will follow the experiential learning circle by reflecting on their experience and planning new goals and activities in the light of their conclusions.

Each learner is encouraged to assess his or her own progress towards their aims which were identified and noted over the first few weeks of the course. Tutor/assessors believe that often at the beginning, learners have very little knowledge of their course and personal aims and after a few weeks they become more able to articulate what they want to learn.

When reviewing, the tutor/assessor and learner may look over learner's ILP/assessment plans to:

- overview the learner's contexts and motivations which have driven the work
- look again at the course and personal aims the learner set
- discuss the work done towards these aims
- reflect on the learning that has gone on by asking the learner:
- discuss the learners favourable learning style
- what he/she enjoyed
- what had been most useful
- what had been difficult

Together they will assess progress by:

- asking whether the aims, or part of the aim has been reached and how the learner knows this
- looking through recorded work which evidences this
- asking the learner to demonstrate a skill on which he/she has been working
- asking what difference the learning has made in the learner's life (including education and training), family life, community life and working life
- discussing what is left to be done to achieve the aim

Then they will plan the next steps by discussing:

- setting new personal aims
- what the learner wants to do or learn next
- how the learner wants to learn it
- who can help with it
- where the learner and tutor/assessor can get the information

Where a learner is aiming for certification, the formative assessment process is similar to the summative assessment process so that the learner becomes comfortable with the assessment process. Indeed, frequently - for example, where summative assessment is based on a portfolio of evidence created by the learner - the same tasks may be used for both formative and summative purposes, i.e. to assist the learning process and to recognise the attainment of learning goals. However, in a learning programme leading to certification, the tutor/assessor would need to ensure that the work was the result of the learner's own unaided efforts.

How often the reviews will take place may be decided when the ILP/assessment plans are being negotiated, the tutor/assessor will attempt to arrange the reviews every 4-6 weeks. At the same time tutor/assessor and learner may decide on the way in which progress will be assessed. This may be by consideration of a portfolio of the learner's work over the previous few weeks or the learner may want to carry out a specific task for the review. Whatever form of assessment is agreed, assessment will always take place in a context familiar to the learner and be relevant to his/her needs and experience. Since the review will cover progress not only in the acquisition of new skills but also in how well s/he is able to apply them in real life outside the "safe" context of the teaching setting, self-assessment will always be a part of the review.

This information is also available in other formats, languages and picture format upon request.