

OCN London Qualification Assessment Guidance

OCN London requirements for assessment methods

All assessment methods should be valid, reliable, fit for purpose and inclusive. To clarify what is meant by these requirements:

Valid

Assessment should measure what it claims to measure and what is important to measure to demonstrate the achievement of the unit; in other words, there should be a close fit between the assessment method(s) and the learning outcome(s). For example, if the learning outcome is to be able to design a poster or a marketing campaign, an essay is an invalid assessment method. However, if the learning outcome is to understand how to write a report, then the writing of a report is a valid assessment method.

Reliable

The assessment result should be replicable and consistent either under different circumstances or with a different assessor.

Fit for purpose

Assessment methods should be appropriate for the form of assessment (for example, diagnostic, formative, summative). For example, an initial assessment should build confidence and not deter a learner from appropriate progression.

Assessment should be appropriate to credit value. Writing a 5,000 word essay would not be appropriate for a 1 credit unit. Assessment should also be appropriate to the unit level. A 2,000 word essay would be appropriate at Level Three, but not at Level One.

Inclusive

Assessment methods should not raise unnecessary barriers to demonstration of achievement. For example, a dyslexic learner should not be asked to produce a timed written assignment without support.

You can tailor evidence requirements to the needs of individuals or groups, and evidence should always be flexible, varied and appropriate. Therefore, a learner with physical difficulties may provide visual or oral evidence – photos, tapes, videos – rather than the notes and reports produced by others in the group.

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Unit format and assessment

The first point of reference in deciding on assessment activities is the unit itself. The extracts below provide instruction on how credit-based units should be written. An understanding of the structure of a unit will shed light on how to assess learning described by a unit.

- A **unit** should contain the key learning outcomes that the learner is expected to leave with at the end of the learning process, whatever the context in which the learning has taken place.
- **Assessment criteria** should be observable, measurable and indicate the standard expected when the learner is assessed.
- Assessment criteria should be written so that they can be demonstrated through a range of **assessment methods**. This then allows users to determine the most appropriate form of assessment for the context/target group.

Methods of assessment

OCNLR units come with an assessment grid which sets out the range of assessment methods, prescribed and optional, that should/can be used for that particular unit.

The learner must achieve all of the learning outcomes and assessment criteria to be awarded the credit for a unit. Credit cannot be awarded for partial achievement of a unit.

The range of assessment methods/tasks used must therefore enable learners to meet all of the assessment learning outcomes and assessment criteria in a unit. OCN London requires that:

- Wherever possible a range of assessment methods/tasks is used.
- Where more than one tutor/assessor works with a learner group the assessment methods/tasks form a coherent whole across the course in terms of content, style and timescale.
- Where more than one learner group is following the same course the assessment methods/tasks are either the same for each group or, if the diversity of the groups requires differing tasks, consistent with each other in terms of fairness to the learners.
- Learners are made aware at the beginning of the course what the assessment requirement will be.
- A process is in place that incorporates constructive individual feedback to learners on their assessed work.

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Evidence of learner achievement

The following are indicative of the types of assessment evidence that can be presented in the learner's portfolio to demonstrate their achievement of a unit:

- Learners' files, journals, diaries.
- Artefacts, photographs, artwork, audio-visual material.
- Audio-visuals of performances, exhibitions and displays.
- Individual or group learner testimony.
- Marked essays, written question and answer sheets, worksheets
- Tutor observation records and checklists

The Centre must ensure that systems are in place for recording and tracking learner achievement over time. Further guidance on this is available by contacting OCN London directly.

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The following pages list different assessment methods, with advice on the nature of tasks that could be set, how to structure them at different levels and the type of evidence to collect.

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Case Study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners **or** may be used with individual learners as a written activity through case study materials and learner responses.

Entry Level

Activity	Case studies should be simple, immediate and familiar to the learner. Discussion should be short, structured and supervised (group or one-to-one). Written work should be short structured and supervised.
Assessed by	Assessed through tutor observation and/or class discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, audio-visual / photographic record of class discussion, written work.

Level One

Activity	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.
Assessed by	Assessed through tutor observation, discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, learner notes, audio-visual / photographic record, written work.

Level Two

Activity	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL ¹ = 500 words).
Assessed by	Assessed through peer assessment, self-assessment, tutor observation, or assessment of written work.
Evidence	Evidence could include tutor record, learner record, peer checklist, summary of discussion or audio-visual / photographic record or written work.

Level Three

Activity	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).
Assessed by	Assessed through peer assessment, self-assessment, tutor observation or assessment

¹ GL = guidance on length of activity.

	or written work.
Evidence	Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or written work.

Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

Entry Level

Activity	It would be unlikely that an essay would be used as an assessment activity at Entry Level as it would not be appropriate for the learner. However, it could be used in a very simple form to allow learners to demonstrate recall and comprehension in a narrow range of ideas.
Assessed by	Assessed by the tutor through discussion.
Evidence	Evidence would include the essay and tutor feedback.

Level One

Activity	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.

Level Two

Activity	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.

Level Three

Activity	The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

Entry Level

Activity	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.
Assessed by	Assessed through tutor, one to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

Level One

Activity	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.
Assessed by	Assessed through tutor, peer observation, one to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

Level Two

Activity	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.
Assessed by	Assessed through tutor, peer observation, one-to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

Level Three

Activity	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.
Assessed by	Assessed through tutor, peer observation, one to one tutorial discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

Entry Level

Activity	Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor / record notes and or audio-visual record.

Level One

Activity	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor record / notes or audio-visual record.

Level Two

Activity	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
Assessed by	Assessed by tutor, with a degree of self-assessment.
Evidence	Evidence could include tutor records, learner log or audio-visual record.

Level Three

Activity	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.
Assessed by	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
Evidence	Evidence could include tutor record, learner log or audio-visual record.

Performance / exhibition

A performance or exhibition of music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

Entry Level

Activity	The performance / exhibition should be simple, informal and supervised.
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Assessed by	Assessed through peer assessment, self-assessment and / or tutor observation.
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Evidence	Evidence could include tutor record, notes, plans, audio-visual / photographic record of performance / exhibition, peer records, learner log and summary of feedback.
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Level One

Activity	The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.
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Assessed by	Assessed through peer assessment, self-assessment and / or tutor observation.
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Evidence	Evidence could include tutor record, notes, plans, audio-visual / photographic record of performance / exhibition, peer records, learner log and summary of feedback.
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Level Two

Activity	The performance / exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.
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Assessed by	Assessed through peer assessment, self-assessment and / or tutor observation.
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Evidence	Evidence could include tutor record, notes, plans, audio-visual / photographic record of performance / exhibition, peer records, learner log and summary of feedback.
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Level Three

Activity	The performance / exhibition should be chosen with the tutor to allow for the application of knowledge in a range of complex areas, in a variety of contexts. Performance should be guided but self-directed.
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Assessed by	Assessed through peer assessment, self-assessment and / or tutor observation.
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Evidence	Evidence could include tutor record, notes, plans, audio-visual / photographic record of performance / exhibition, peer records, learner log and summary of feedback.
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Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

Entry Level

Activity	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.
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Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
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Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record and learner log.
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Level One

Activity	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.
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Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
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Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record and learner log.
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Level Two

Activity	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.
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Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
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Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record and learner log.
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Level Three

Activity	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.
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Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
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Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record and learner log.
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Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

Entry Level

Activity	Practice evidence should be simple and specific. Learners should be directed on what to include. The tutor should map the evidence to specific learning outcome/s.
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Assessed by	Assessed through discussion with the tutor.
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Evidence	Evidence could include document/s and tutor notes.
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Level One

Activity	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.
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Assessed by	Assessed through discussion with the tutor.
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Evidence	Evidence could include documents, learner notes and tutor comments.
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Level Two

Activity	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.
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Assessed by	Assessed through discussion with the tutor.
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Evidence	Evidence could include structured file with tutor feedback.
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Level Three

Activity	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.
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Assessed by	Assessed through discussion with the tutor.
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Evidence	Evidence could include structured file with tutor feedback.
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Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

Entry Level

Activity Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.

Assessed by Assessed through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.

Evidence Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

Level One

Activity Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.

Assessed by Assessed through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.

Evidence Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

Level Two

Activity Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.

Assessed by Assessed through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.

Evidence Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

Level Three

Activity Artefact should be selected with tutor guidance to allow the demonstration of skills and application of knowledge in a range of areas and contexts. Production of the artefact should be guided but self-directed. Production of the artefact should be planned and completed within an agreed timescale.

Assessed by Assessed through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.

Evidence Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

Entry Level

Activity

Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.

Assessed by

Assessed through tutor observation and questioning during and at end of process.

Evidence

Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

Level One

Activity

Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.

Assessed by

Assessed through tutor observation and questioning during at the end of the process.

Evidence

Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

Level Two

Activity

Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.

Assessed by

Assessed through tutor / learner discussion during and at the end of the process, and through self-assessment.

Evidence

Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

Level Three

Activity

Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale.

Assessed by

Assessed through tutor / learner discussion and self-assessment.

Evidence

Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

Entry Level

Activity	The reflection process should normally be oral and supported. It may be supplemented by the use of drawings or diagrams. Learners should be asked to describe simply what they have learned with direction from the tutor.
Assessed by	Assessed by learner with tutor support.
Evidence	Evidence could include drawings, diagrams, audio tape and tutor record.

Level One

Activity	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learned at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.
Assessed by	Assessed by learner supported by tutor through tutorials.
Evidence	Evidence could include written log / diary, tutorial notes and tutor record.

Level Two

Activity	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.
Assessed by	Assessed by learner supported by tutor through tutorials.
Evidence	Evidence could include written log / diary, tutorial notes and tutor record.

Level Three

Activity	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.
Assessed by	Assessed by learner, discussed with the tutor.
Evidence	Evidence could include written log / diary, tutorial notes and tutor record.

Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

Entry Level

Activity	Report should be oral and informal. The information or activity being reported on should be simple and familiar. Learners should be supported in preparing and giving a report and given a number of opportunities to respond.
Assessed by	Assessed by tutor.
Evidence	Evidence should include tutor record.

Level One

Activity	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.
Assessed by	Assessed by tutor.
Evidence	Evidence could include a written report with tutor feedback or learner notes of oral presentation with tutor feedback.

Level Two

Activity	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, and from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.
Assessed by	Assessed by tutor and / or peers for an oral presentation.
Evidence	Evidence could include written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.

Level Three

Activity	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written.
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Assessed by	Assessed by tutor and or peers for an oral presentation.
Evidence	Evidence could include written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.

Role play / simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

Entry Level

Activity	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.
Assessed by	Assessed through, tutor / peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record or learner log.

Level One

Activity	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.
Assessed by	Assessed through, tutor / peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record or learner log.

Level Two

Activity	Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.
Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record or learner log.

Level Three

Activity	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.
Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual / photographic record or learner log.

Written description	
Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.	
Entry Level	
Activity	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation and feedback, summary of discussion or completed work.
Level One	
Activity	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation, summary of discussion and feedback or completed work.
Level Two	
Activity	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.
Level Three	
Activity	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of feedback or completed work.

Written question and answer / Test / Exam

Specific, open and closed questions for immediate response from tutor. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz.

Entry Level

Activity	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.
Assessed by	Assessed by tutor.
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Level One

Activity	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.
Assessed by	Assessed by tutor or external marker (for exams / tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Level Two

Activity	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.
Assessed by	Assessed by tutor or external marker (for exams / tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Level Three

Activity	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.
Assessed by	Assessed by tutor or external marker (for exams / tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.