

## Assessment Methods Explained

<u>Method</u>	<u>Description</u>
Article	Learners are asked to write on a subject or topic to meet the requirements of the assessment criteria. The article will be written within a specific word count for a particular audience e.g. journal, newspaper or magazine. Imagery may be used to enhance the article. All sources should be referenced.
Case study	Learners are given context material on a given topic that provides real world examples to draw on, when answering questions related to the assessment criteria. Learners should be encouraged to use the material in the case study to provide impact and show their understanding of a topic, and the links between theory and practice.
Controlled assessment – closed book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners are not allowed to take any notes or source material into the assessment. The assessment questions are unseen before the learner sits the assessment, which should be invigilated and conducted under exam conditions.
Controlled assessment – open book	Learners may be given a pre-seen case study in advance to consider the issues raised within the context of the unit. Learners are then given a time-constrained assessment based on the case study and unit assessment criteria. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment questions are unseen before the learner sits the assessment, which should be invigilated and conducted under exam conditions.
Essay	Learners are required to write an essay on a given topic or in answer to a question based on the assessment criteria. This should not simply be a repeat of the assessment criteria but questions that allow a learner to demonstrate their knowledge and understanding. This will be within a certain word count and should include the use of different literature sources that are referenced.
Exam – closed book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics that is being assessed. Learners are not allowed to take any notes or source material into the exam. The assessment should be timed, and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exam – open book	The exam is unseen before the learner sits the assessment, but they will be aware of the subject area/topics being assessed. Learners can take into the exam some relevant notes and quotations that they might be able to use to support their exam. The assessment should be timed and learners should be aware of the amount of time they have been given. The exam should be invigilated and conducted under exam conditions.
Exhibition	Learners are required to create an exhibition display, including a combination of text and imagery to meet the assessment criteria. All sources should be referenced. A tutor may ask the learner questions to scrutinise their knowledge and understanding of the subject or topic. Photographs of the exhibition as well as the exhibition materials used could be submitted as evidence for the unit. An observation record could be completed by the tutor.

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Literature review / critique	A literature review or critique analyses the literature from a wide range of sources on a specific topic to meet the assessment criteria. It will evaluate and interpret the available research, identifying gaps and draw conclusions for further study.
Performance	Learners are required to give a performance e.g. concert, play, dance, role play etc. to meet the assessment criteria. These could be recorded to support the evidence for the unit, or an observation record can be completed by the tutor.
Portfolio of evidence /scrapbook e.g. IT, art and creative related subjects	Learners provide evidence for their achievement against the assessment criteria and the requirements of the assignment brief. The evidence will incorporate a reflective commentary to accompany the screenshots of evidence.
Poster/written account/leaflet + Q&A	Learners are to combine visuals, imagery and text on a given topic to meet the assessment criteria. Sources should be referenced, and a word count will be given. Learners should also be given the opportunity to answer questions on the evidence they have produced for tutors to check knowledge and understanding.
Presentation and supporting evidence	Learners are asked to give an oral presentation on a particular topic for a specified length of time that meets the needs of the assessment criteria. These could be recorded to support the evidence for the unit, or an observation record can be completed by the tutor. Learners should submit slides, and accompanying notes or associated handouts.
Production of a detailed artefact	Learners are asked to create something to meet the unit assessment criteria e.g. video, sculpture, drawing, garment etc. The evidence may incorporate a reflective commentary to accompany the evidence.
Professional Discussion	A tutor will have a conversation with the learner, based around the assessment criteria, to scrutinise their knowledge and understanding of the subject or topic. These could be recorded to support the evidence for the unit or an observation record can be completed by the tutor.
Reflective diary	A reflective diary is completed by the learners over a series of days and weeks, drawing on the strengths and areas for improvement on a particular activity or task, whilst meeting the requirements of the assessment criteria. The learner will identify areas they need to focus on, set deadlines, highlight achievements and reflect on what went well and what they could do better next time.
Report	Learners are required to write a report on a given subject area or topic that meets the needs of the assessment criteria. The report should have a structure and the text should flow in a logical way, demonstrating the learner's knowledge and understanding and use of analytical and interpretative skills.
Scientific practical(s) and accompanying report	Learners are required to write a report following the completion of one or more practicals they have carried out. The report should be structured and enable for the assessment of practical, analytical and interpretative skills, whilst meeting the assessment criteria.
Structured questions	The learner is asked to provide written answers to a series of questions to show their understanding of a subject or topic within a given word count. This should not simply be a repeat of the assessment criteria but questions that allow a learner to demonstrate their knowledge and understanding to meet the requirements of the assessment criteria.
VIVA	This is useful to explore a learner's understanding of a topic. Learners are asked to prepare notes or a presentation on a topic and then questioned by tutors to demonstrate knowledge and understanding within a time constraint. Notes and/or presentation as well as a tutor observation record should be included to support evidence for the unit.