

# OCNLR Assessment Guide and Ofqual Level Descriptors Level 3



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## OCNLR Assessment Guidance

### 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.

	Level Three
<b>Activity</b>	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).
<b>Assessed by</b>	Assessed through peer assessment, self-assessment, tutor observation or assessment or written work.
<b>Evidence</b>	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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed by the tutor.
<b>Evidence</b>	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.

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

### Observation of performance and skills test

Enables skills to be seen in action. Can also provide the basis for holistic assessment practices, i.e. several aspects of a qualification can be assessed at the same time. Allows for immediate feedback from tutor.

	Level Three
<b>Activity</b>	The observation should be chosen with the tutor to allow for the application of knowledge and demonstration of skills in a range of complex areas, in a variety of contexts.
<b>Assessed by</b>	Assessment by tutor or other designated professional
<b>Evidence</b>	Evidence could be; formal written tutor observation report, formal written observation report by other designated professional, video record

### 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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
<b>Evidence</b>	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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed through peer assessment, self-assessment and/or tutor observation.
<b>Evidence</b>	Evidence could include tutor record, notes, plans, audio-visual/photographic record of performance/exhibition, peer records, learner log and summary of feedback.

### 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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.

### 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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed through discussion with the tutor.
<b>Evidence</b>	Evidence could include structured file with tutor feedback.

**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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed through tutor/peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.
<b>Evidence</b>	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual/photographic record and completed artefact.

**Professional discussion**

A conversation between the tutor and the learner which is based around the learning outcomes and assessment criteria. It can prove helpful to assess aspects of the learner's role which is difficult to observe. Careful planning in the use of probing questions is required.

	Level Three
<b>Activity</b>	A planned discussion that should cover a wide range of knowledge and contexts. It should allow responses to unfamiliar and unpredictable problems. The process will be a structured two way discussion.
<b>Assessed by</b>	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.
<b>Evidence</b>	Evidence could be; tutor record, learner log or audio/video record.

**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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed through tutor/learner discussion and self-assessment.
<b>Evidence</b>	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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed by learner, discussed with the tutor.
<b>Evidence</b>	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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed by tutor and or peers for an oral presentation.
<b>Evidence</b>	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.

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

### Witness testimony

Enables confirmation of skills and/or competence and/or achievements to be made, linking decision to assessment criteria.

	Level Three
<b>Activity</b>	The person giving the testimony should be discussed with and agreed by the tutor to allow for the confirmation of skills and/or competence and/or achievements linked to assessment criteria to be made
<b>Assessed by</b>	Assessment by a suitable witness
<b>Evidence</b>	Evidence could be; formal written testimony by suitable witness, authenticity check by the tutor

### 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.

	Level Three
<b>Activity</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
<b>Assessed by</b>	Assessed through self-assessment and tutor assessment.
<b>Evidence</b>	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.

	Level Three
<b>Activity</b>	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.
<b>Assessed by</b>	Assessed by tutor or external marker (for exams/tests).
<b>Evidence</b>	Evidence to include written responses and may also include learner responses and tutor feedback.

## Ofqual Level Descriptors

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
<p><b>Level 3</b></p>	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>