

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

Work Experience
(Work Placement, Work Practice,
Work Based Learning)

Level 2 W20008

September 2000

Level 2 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.ncva.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the NCVA approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Work Experience
2	Module Code	W20008
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module is a statement of the standards to be achieved to gain an NCVA credit in Work Experience at Level 2. It is a mandatory module for all Level 2 National Vocational Certificates.</p> <p>The module is designed to meet the needs of learners undertaking a wide range of Level 2 vocational education and training courses. Work Experience is a planned experiential learning activity and is an integral part of an educational process. It involves learners preparing and planning for work, working under direction in a specific vocational area and reviewing and evaluating that work. The experience of work enables learners to develop work skills, evaluate employment opportunities and cope with changing work environments.</p> <p>The three units: Planning and Preparation, Experience, and Review and Evaluation should be viewed as an integrated package. Course providers are encouraged to design programmes which are consistent with these learning outcomes and are relevant to learners needs and experience.</p> <p>This mandatory module incorporates a choice of three modes of undertaking work experience:</p> <ul style="list-style-type: none"> • Work Placement • Work Practice • Work Based Learning <p>Participation in any one mode will satisfy the requirements for work experience. All modes are designed to allow learners to learn from ongoing, substantial and active involvement in a specific work environment.</p> <p>Work Placement Mode:</p> <p>Learners fulfil the requirements of this mode by working in an established organisation/enterprise that has been deemed suitable to provide quality work experience by course providers. The learner participates in work related to the vocational award area.</p>

Work Practice Mode:

Learners fulfil the requirements of this mode through becoming involved in a realistic work programme set up by course providers which gives substantial 'hands-on' experience of the vocational area. The Work Practice must be carefully planned, structured and monitored by course providers.

Work Based Learning Mode:

This mode is designed to enable learners to gain NCVA Level 2 accreditation for **current or prior** experience of work in a vocational area directly related to the certificate being sought. The experience of work in either case must be substantial, verifiable and relevant to the vocational certificate area.

Assessment of prior work based learning is carried out using APEAL (Accreditation of Prior Experience, Achievement and Learning). Assessment of current work based learning is available only in specific centres designated by NCVA.

**6 Preferred
Entry Level**

National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life experiences.

**7 Special
Requirements**

Learners undertaking Placement or Practice modes of work experience must work the equivalent of ten to fifteen working days. A minimum of ten days must be completed in the placement or practice situation. The remaining five working days may be made up of current relevant work, paid or unpaid. Some specific certificate areas may require learners to undertake a more extensive period of work experience.

8 General Aims

Learners who successfully complete this module will:

- 8.1** develop critical awareness of the changing nature of work
- 8.2** set achievable goals for work experience
- 8.3** utilise learning opportunities presented in the work environment
- 8.4** apply work skills to consolidate learning in the vocational area

8.5	understand how work is planned and organised at different levels in a specific vocational area
8.6	appreciate the importance of safety and welfare in the workplace
8.7	develop capabilities, both personal and vocational, to successfully meet challenges in the workplace
8.8	review career choices in the light of their own aspirations, experience, abilities and available options
8.9	explore future employment opportunities (including opportunities for self employment, contract work, work in the social economy, etc).
9	<p>Units The specific learning outcomes are grouped into 3 units.</p> <p>Unit 1 Planning and Preparation</p> <p>Unit 2 Experience</p> <p>Unit 3 Review and Evaluation</p>
10	<p>Specific Learning Outcomes</p> <p>Unit 1 Planning and Preparation</p> <p><i>Learners should be able to:</i></p> <p>10.1.1 undertake a personal and vocational skills audit in relation to a specific vocational area</p> <p>10.1.2 identify specific goals for work experience</p> <p>10.1.3 compile a range of relevant material for work experience eg CV, letter of application, interview records, contract, skills checklist, statement of learning goals, letter of introduction to employers, details of workplace days and times of work, etc</p> <p>10.1.4 practise the use of effective communication methods in the workplace eg personal, interpersonal, technological etc</p> <p>10.1.5 identify equality issues related to the workplace eg gender, age, sexual orientation, ethnicity, etc</p>

- 10.1.6** identify the basic rights and responsibilities of employees and employers defined by current legislation and practice in their vocational area eg gender equality, equal opportunities, health, safety and welfare, union representation, minimum wages, etc.
- 10.1.7** identify key issues which influence trends in the vocational area eg globalisation, new technology, demographic shifts, etc
- 10.1.8** explore ways in which learning from other modules/learning experiences may be relevant to work experience
- 10.1.9** practise job finding skills to support future applications for employment.

Unit 2

Experience

Learners should be able to:

- 10.2.1** participate effectively in the workplace, eg carrying out tasks, meeting deadlines, good timekeeping etc
- 10.2.2** practise the personal skills which support integration in the workplace eg appropriate dress, adaptability, reliability, punctuality, health and safety awareness, appropriate use of initiative etc
- 10.2.3** maintain appropriate confidentiality about the organisation and its employees/clients/customers and users
- 10.2.4** communicate effectively with supervisor/manager, fellow workers and the general public, (including customers where applicable)
- 10.2.5** maintain a workplace diary/journal which describes, reflects on and analyses experiences in the workplace
- 10.2.6** identify the Health, Safety and Welfare regulations which apply in the workplace
- 10.2.7** undertake research for an organisational profile *or* a profile of the vocational award area.

Unit 3 Review and Evaluation

Learners should be able to:

- 10.3.1** critically evaluate overall performance during Work Experience in the light of previously stated goals, personal qualities and prior career aspirations
- 10.3.2** examine the extent to which learning from other modules/learning experiences was relevant to work experience
- 10.3.3** evaluate personal methods of meeting challenges in an unfamiliar workplace as regards conflict, criticism, meeting new people etc
- 10.3.4** reflect on reports by co-ordinator and workplace supervisor on personal performance, operational and co-operational skills in a workplace
- 10.3.5** explore options for future training and employment in the context of their workplace experiences
- 10.3.6** profile the work experience workplace organisation or the vocational award area.

11 Portfolio of Assessment

See the note on assessment principles and the glossary of assessment techniques at the end of this module descriptor. All assessment is carried out in accordance with NCVA regulations. Assessment is devised by the internal assessor, with external moderation by the NCVA.

Practice and Placement modes

Summary	Learner Record	50%
	Skills Demonstration	30%
	Assignment	20%

- 11.1 Learner Record** A personal journal will be compiled by candidates. It will include a description of the candidate's planning and preparation, the candidate's experience in the workplace, and a review and evaluation of the candidate's learning while on work experience. It should include:
 - description of planning and preparation activities
 - personal skills audit and learning goals set
 - detailed description of work undertaken

- challenges encountered and positive aspects, both personal and work related
- an indication of what new learning has occurred
- review of learning goals
- critical reflection on personal and vocational experience in relation to learning goals
- an outline of what the candidate would do differently in any future work experience
- an outline of future plans in the light of workplace experiences
- a statement explaining the nature of the qualification and its relevance in relation to work, further education and training.

Evidence of planning and preparation should include details of all arrangements made with relevant documents, such as information on vocational area and relevant legislation, correspondence with employer agency, letter of application with CV, details of work, contract etc.

The journal may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in a broad range of vocational, practical and interpersonal communication skills while in the workplace.

These workplace skills should be assessed by the workplace supervisor. The Supervisor's Report form is supplied in the module.

Further comments/observations on the Supervisor's report may be included by the Work Experience tutor/co-ordinator.

11.3 Assignment

The internal assessor will devise a brief that requires the candidate to produce a profile of the candidate's vocational award area or a profile of the organisation in which the candidate worked. The profile should:

- identify the range of occupations in the organisation or vocational area
- detail the qualifications and experience needed for work associated with one occupation in the organisation or vocational area
- identify the internal and external influences on the organisation or vocational award area
- discuss employment opportunities in the organisation or vocational award area

or

- describe the type of service or product the organisation offers/produces and the structure of the organisation/enterprise.

The assignment may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

APEAL mode:


	Summary	Learner Record	80%
		Assignment	20%
11.1	Learner Record	A personal record will be compiled by the candidate. It will include: <ul style="list-style-type: none">• a job description which details the activities undertaken in work• a record of work including a completed CV and a workplace reference. The reference should include either:<ul style="list-style-type: none">- a completed Supervisor's Reportor<ul style="list-style-type: none">- a reference for the candidate from an employer, customer, client, service user• a review and evaluation of the candidate's learning while in work. This should include:<ul style="list-style-type: none">- critical reflection on personal and vocational experience- discussion of the challenges encountered, both personal and work related- discussion of the positive aspects, both personal and work related- discussion of learning, both personal and work related- an outline of future plans in light of workplace experiences. <p>The learner record may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.</p>	
11.2	Assignment	The internal assessor will devise a brief that requires the candidate to produce a profile of the candidate's workplace or the vocational award area. The profile should: <ul style="list-style-type: none">• describe the type of service or product and structure of the organisation or describe the nature of the vocational area• identify the range of occupations in the organisation or vocational area	

- detail the qualifications and experience needed for work associated with one occupation in the organisation or vocational area
- identify the internal and external influences on the organisation or vocational award area
- discuss employment opportunities in the organisation or vocational award area.

The assignment may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet Placement and Practice		Work Experience W20008 Learner Record 50% Skills Demonstration 30% Assignment 20%
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Candidate Name: _____ NCVA Candidate No.: _____

Centre: _____ Roll No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
Learner Record <i>Candidates must receive 0% if placement/practice is not completed</i> Demonstrates in-depth understanding of the value of planning and preparation for effective participation in, and maximising opportunities for learning during work experience Comprehensive skills audit and wide range of appropriate learning goals set Effective contingency plans included Detailed and comprehensive account of activities and events during work experience Shows critical reflection on challenges and positive aspects of experience Review is considered and shows critical reflection on experiences Demonstrates insight, analysis and evaluation of own participation and progress during work experience Specifically relates learning from personal and vocational experiences to career aspirations and plans	50	
Skills Demonstration Workplace skills based on Supervisor's Report Successful completion of work placement/practice and: <i>satisfactory</i> in at least 10 categories: 15 – 20 marks <i>good</i> in all categories or <i>very good</i> in at least 10 categories: 21–23 marks <i>very good</i> in all categories or <i>excellent</i> in at least 10 categories: 24–30 marks	30	
Assignment Profile is detailed and comprehensive, demonstrating in-depth understanding and analysis of structures, work occupations and issues in the workplace organisation or vocational area	20	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

Internal Assessor's Signature: _____ Date: _____

External Examiner's Signature: _____ Date: _____

Individual Candidate Marking Sheet APEAL		Work Experience W20008 Learner Record 80% Assignment 20%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Learner Record Detailed job description, listing specific elements of job and responsibilities Detailed and comprehensive account of activities and events during work	20	
<i>NB Candidates must receive 0% if record of work with reference is not verified</i> Completed CV included Reference is recent, verifiable, and work is related to course of study	20	
Review is considered and includes critical reflection on experiences Review demonstrates insight, analysis and evaluation of own participation and progress during work Review specifically relates learning from personal and vocational experiences to career aspirations and plans Demonstrates in-depth understanding of the value of vocational qualifications in pursuing career plans	40	
Subtotal	80	
Assignment Profile is detailed and comprehensive, demonstrating in-depth understanding and analysis of structures, work occupations and issues in the workplace organisation or vocational area	20	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	100	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Supervisor's Report Work Experience (W20008)

Participant's Name: _____ Centre Name: _____ Tel. No.: _____

Organisation/Company Name: _____ Supervisor's Name: _____ No. of days worked: _____

Guidelines This report forms an important part of the overall assessment of Work Experience for certification at NCVA Level 2. It should be completed by a supervisor/manager who has observed the participant in the workplace. Please indicate the participant's performance by placing a tick for each of the criteria under one of the headings. *Excellent should only be used in cases of outstanding performance.*

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Unable to Assess	Further Comments
Interest in the work							Brief description of work undertaken by candidate
Awareness of health & safety practices							
Appropriate dress							
Ability to follow instructions							
Quality of agreed/assigned work							
Practical Skills							Any comments or suggestions on work experience arrangements
Use of workplace equipment							
Punctuality							
Attendance at workplace							
Relating to co-workers							
Relating to supervisor							Any other comments.
Communicating with customers							
Acceptance of direction/criticism							
Initiative							
Adaptability							

Signature of Workplace supervisor: _____ Date: _____

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NCVA Module Results Summary Sheet									
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Module Title: Work Experience

Module Code: W20008[illegible]

Signed:

Internal Assessor: _____ *Date:* _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official NCVA Module Results Sheet issued to centres before the visit of the external examiner.

Grade*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

Grading Criteria for Portfolio of Assessment

PLACEMENT AND PRACTICE MODES		
Pass 50 – 64%	Merit 65 – 79%	Distinction 80% +
<p>11.1 Learner Record <i>NB Candidates must receive 0% if placement/practice is not completed</i></p> <p>Evidence is sufficient to enable candidate to participate effectively in work experience</p> <p>Demonstrates some awareness of the skills, knowledge and qualities necessary to plan and prepare for work experience</p> <p>Skills audit completed, some learning goals set</p> <p>Factual account of activities and events during work experience</p> <p>Lists challenges and positive aspects of experience</p> <p>Review is clear and descriptive</p> <p>Demonstrates some ability to comment on the effectiveness of own participation in work experience</p> <p>Identifies some specific learning</p> <p>Indicates some awareness of self and chosen career path</p>	<p>Evidence is clear and focused</p> <p>Demonstrates specific awareness and understanding of the value of planning and preparation for effective participation in work experience</p> <p>Skills audit completed, good range of learning goals set</p> <p>Factual and detailed account of activities and events during work experience</p> <p>Shows some ability to reflect on challenges and positive aspects of experience</p> <p>Review is descriptive and detailed</p> <p>Demonstrates insight and ability to evaluate the effectiveness of own participation in work experience</p> <p>Identifies specific learning related to personal and vocational experiences and career aspirations</p>	<p>Evidence is detailed and comprehensive</p> <p>Demonstrates in-depth understanding of the value of planning and preparation for effective participation in, and maximising opportunities for learning during work experience. Contingency plans are included</p> <p>Comprehensive skills audit, wide range of appropriate learning goals set</p> <p>Detailed and comprehensive account of activities and events during work experience</p> <p>Shows critical reflection on challenges and positive aspects of experience</p> <p>Review is considered and shows critical reflection on experiences</p> <p>Demonstrates insight, analysis and evaluation of own participation and progress during work experience</p> <p>Specifically relates learning from personal and vocational experiences to career aspirations and plans</p>
<p>11.2 Skills Demonstration</p> <p>Successful completion of Work Experience</p> <p>Candidate achieves <i>satisfactory</i> in at least 10 categories</p>	<p>Successful completion of Work Experience</p> <p>Candidate achieves <i>good</i> in all categories or <i>very good</i> in at least 10 categories</p>	<p>Successful completion of Work Experience</p> <p>Candidate achieves <i>very good</i> in all categories or <i>excellent</i> in at least 10 categories</p>
<p>11.3 Assignment Organisational or Vocational Area Profile</p> <p>Profile is factual and descriptive, showing basic understanding of structures and roles, identifies and outlines some of the issues</p>	<p>Profile is factual and descriptive, showing some in-depth understanding of structures, occupations and issues in the workplace organisation or vocational area</p>	<p>Profile is very detailed and comprehensive, demonstrating in-depth understanding and analysis of structures, work occupations and issues in the workplace organisation or vocational area</p>

Grading Criteria for Portfolio of Assessment

APEAL MODE		
Pass 50 – 64%	Merit 65 – 79%	Distinction 80% +
11.1 Learner Record Job description is clear, listing elements of job Factual account of activities and events during work	Job description is clear, listing elements of job and responsibilities Factual and detailed account of activities and events during work	Job description is detailed, listing specific elements of job and responsibilities Detailed and comprehensive account of activities and events during work
<i>NB Candidates must receive 0% if record of work with reference is not verified</i>		Completed CV included Reference is recent, verifiable, and work is related to course of study
Review is clear and descriptive Review demonstrates some ability to comment on the effectiveness of own participation in work Review identifies some specific learning Review indicates some awareness of self and chosen career path	Review is descriptive and detailed Review demonstrates insight and ability to evaluate the effectiveness of own participation in work Review identifies specific learning related to personal and vocational experiences and career aspirations	Review is considered and includes critical reflection on experiences Review demonstrates insight, analysis and evaluation of own participation and progress during work Review specifically relates learning from personal and vocational experiences to career aspirations and plans
11.2 Assignment Organisational or Vocational Area Profile Profile is factual and descriptive, showing basic understanding of structures and roles, identifies and outlines some of the issues	Profile is factual and descriptive, showing some in-depth understanding of structures, occupations and issues in the workplace organisation or vocational area	Profile is very detailed and comprehensive, demonstrating in-depth understanding and analysis of structures, work occupations and issues in the workplace organisation or vocational area

Glossary of Assessment Techniques

Assignment: *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work:

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination: *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record: *A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project: *A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 4 or 5)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques and sources of information, referencing/bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/production of documentation/support studies/log
- design skills
- planning skills
- ability to implement/ produce/make/construct/perform (specify)
- mastery of tools and techniques
- creativity/visual/media/technological awareness
- problem solving skills
- time management skills
- team working, co-operation, participation
- presentation/display skills

Skills

Demonstration: *Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.