**Blue-Eye Training**

**BIFM**
RECOGNISED CENTRE

# Assessment Techniques Workbook

**Assessment techniques workbook for open programme learners
and distance learners. Devised for Levels 3, 4 and 5 qualifications.**

A step by step process devised to help learners tackle the qualification assessments and be used as a reference tool.

# Process Part A:   Receiving an Assessment Paper

## Introduction

We would like to give you a brief insight into the various sections of an assessment paper, thereafter guiding you, or instructing you, on what each part consists of.

## Instructions and Guidance

To start with, please consider this:

Almost everybody embarking upon a qualification assessment will not have attempted '*anything like this'* since leaving school or college.

For many readers, this may be some time ago. And so therefore we are very mindful of your concerns and expectations.

What's more, you're unlikely to know which way to face in order to make a start.

This is why we have created a step by step process so as to guide you through what you need to know.

Because of the above, we have decided to let you know about the various sections of an assessment paper and to give you an indication of what is in each section.

Indeed, once you receive the assessment paper, by hand after attending a workshop session, or by e-mail from us (for distance learners), you will understandably want to knuckle down, have a good read of it and make an early start. But beware of rushing to make such a quick start because this will create problems later. We advise a modicum of restraint at this time so tackle the assessment demands by following our step by step process.

In this step, **Process Part A**, we give you some guidance on what the assessment papers are all about and start with a brief overview of each page and in later chapters we will explain things in more detail.

## The Format of an Assessment Paper

So, here goes; let's explore the assessment paper format.

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

## Process Part B:   Getting Ready in Advance

### Introduction

Later in the workbook we will guide learners through creating an answer paper (answer script) template.

We'll guide you through creating yours in Process **Part Q**. Do not overlook doing this, as it's part of getting ready and we will need to see a copy of what you have set up before we issue an assessment paper.

Also, you will save a lot of time later by having it ready in advance of actually receiving the assessment paper.

Once it is ready, as a template, you can use it time and again, so long as you change some of the detail, such as the cover sheet, and the unit name, which will be in the document header section.

It will look something like this when you are finished (and for a **_clearer view_** of this, open the file attachment that came with this workbook when it was sent to you)

## Process Part C: Creating an Answer Introduction

**Introduction**

Because we cannot just put an answer down on paper without introducing it somehow, given below is some guidance on the way to do this (the expected protocol).

**Instruction on Devising Topic Introductions**

Consider this task instruction (please ignore the seemingly random task number for the time being).

*4a-3.1 Describe five ways we can introduce sustainability in the workplace.*

Now consider how we have used this to create an introduction (we've used a different font to assist you, as reader, to tell the difference between tuition, task and answer)

4a-3.1   Managing Sustainability

Given below are five ways to introduce sustainability into the workplace.

…. And then the main answer would be provided… Eg.

Firstly, we should….

Our second way to…

**Reviewing our Introduction**

The introduction was just 11 words.

Given below are five ways to introduce sustainability into the workplace.

It followed a well presented topic title (which also showed the task number, which we call *annotation*).

4a-3.1    Managing Sustainability

**How to Create a Brief Introduction**

Essentially, the task or question is re-worded to 'remove' the questioning, and convert this into 'display' of what is about to happen.

**Some DOs and DON'Ts**

| | |
|---|---|
| Don't | We would normally only write an introduction after we have written the main answer because word count allowance is quite strict and so we should only use any which may be left over after having completed our main answers; after all, the main answer is more important than an introduction. |
| Do | An exception to the above: If you can keep introductions to 10 to 20 words, by all means write them early. |
| Do | Always create your topic header at the beginning, before the topic introduction (they do not use up word count; considered to be 'free of charge'). |

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

## Process Part D:   Understanding the Learning Outcomes and Assessment Criteria

**Introduction**

We would like to introduce and/or remind learners what is meant by the phrases *learning outcomes* and *assessment criteria* (A/C).

**Instructions and Definitions**

### Learning Outcomes

This refers to…

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

### Assessment Criteria

The purpose of assessment criteria (A/C) is so that…

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

## Process Part E:   Understanding Instructions and Typology

**Introduction**

Sometimes a learner will know the topic inside out. They know what to say about a certain issue, can demonstrate a full understanding and impress with stories and topic-related anecdotes to highlight the relevance of the subject. He may even provide examples to prove a point. However, the biggest single reason why learners fail an assessment task is they do not look for, or follow the key instructions phrase (or typology as it is formally known).

**A Scenario (A Hypothetical Situation)**

Imagine you are being asked a question on *maintenance programmes* by your immediate manager, or director, who may well be your immediate superior. He may ask, for example:

*"How could a maintenance programme be managed?"*

You could answer in different ways and given below are two such ways…

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## Process Part F:   Preparing Notes

**Introduction**

The next step is to look very carefully at the task wording and prepare notes. In this section we guide you in developing this necessary skill.

**Instruction**

Note making is a matter of writing down key things in a structured way so as to prepare the content of an answer.

Let us give you a choice:                                  *Or:*

*Either:*                                                      Hours of struggling with a
                                                             disorganised approach

Five organised minutes
making careful preparations                                  (which could lead to rejected
                                                             work anyway!)

The tutors and assessors will know which one you chose **within seconds** of looking at your answers. The most obvious error a tutor will spot, and the reason learners may provide an insubstantial answer to a task, is the answer was unplanned with no notes having been made.

When confronted by a piece of unprepared work, a tutor knows he faces a tough challenge to find the good work from the bad, to find pertinent points from the unimportant, to make meaning from sentences that may not make sense on a first read and to give credit for the good stuff that is 'in there somewhere!'.

If the learner simply writes down his first thoughts, without preparation, the theme of the answer will start off in the wrong direction, will miss some key inclusions and the answer will not read well. Note making can be achieved in a number of ways.

1.  Listing:
    Using a piece of plain paper, list essential things you have found in the tuition materials that are associated with the topic and the task as set for you.

2.  Mind mapping:
    Create a mind map of key topic information (see example later in this section along with instructions on how to create this).

3.  Highlighting:
    After having read the topic, pick a highlighter pen and underline (highlight) key words, phrases, messages and/or topic inclusions in the tuition materials.

4.  Using the Workbook exercises:
    Not only are these essential tuition requirements, you will have already recorded words, phrases, sentences and/or paragraphs you can use as part of your main answer(s).

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

## Process Part G:   Convert Notes into a First Draft

### Introduction

Having decided what to include in your answer, it is now time to start writing your answer.

### Instructions

We will use an example task so as to tutor how to develop an answer in stages. Here is our example task:

> *Explain* the importance of setting objectives for specialists, consultants and/or suppliers to work towards, explaining the importance or purpose of such objectives.
>
> *Guideline word count: 180*

### First phase:   Note making (as tutored earlier)

Find just the key words and phrases from the tuition materials that you must utilise in the answer and, if appropriate, add words and phrases of your own. For this topic you would be able to find in our equivalent tuition workbook, useful words and phrases such as:

| | |
|---|---|
| Clear understanding | Standards are defined |
| Creates targets | A plan can be followed |
| Key Performance Indicators (KPIs) | Gains buy-in |
| | Sets a review mechanism |

### Second phase:        An outline answer

You need to build upon each of your notes by deciding some of the things that you know you **must** include so as to get the essential messages on paper.

Note:   This is a demonstration of how we commence our **must** / **should** / **could** approach to developing answers which we tutored in the last section, see Process **Part F**.

Therefore, create your initial answer in the following manner…

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

### Third phase:  Build upon the main discussion points

Having recorded the things we deem most important (the things we **must** include), we can add messages which we believe we **should** say. This process may include…

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

### Fourth phase:        Double-check your work

Now it's time to double check our work. Consider checks such as these…

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

## Process Part H:   Using an Answer Preparation Checklist

**What to Include in an Answer**

Having created your notes and planned in what way you will create your answer (explain, describe, analyse etc), you will probably want to know what the assessors will be looking for in particular. To this end, the tutors have…

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

## Process Part I:   Working with Word Counts

**Introduction**

Word count guidelines show the type of depth and detail we are all looking for so you should work toward these to the best of your ability. The overall word count expectation for a full task will be given and guidance for each part of the task will also be indicated. Here is an example:

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**Task 1 Introduction**

Learners need to…..

The elements of this task (Tasks 1a to 1d) will allow learners to….

It is expected that your full answer will consist of approximately **900** words in total.

**Task 1 Instructions**

**Part 1a-5.1**

Describe…..

*Guideline word count: 150*

**Part 1b-2.1**

Explain, with examples…..

*Guideline word count: 250*

**Part 1c-2.2**

Explain….

*Guideline word count: 180*

**Part 1d-1.3**

So as to demonstrate an understanding of…..

*Guideline word count: 320*

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<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this chapter)</span>

## Process Part J:  Dealing with Time Constraints

**Introduction**

People get busy and this section will offer some advice and specific instructions.

**Instructions and Guidance**

Sometimes you will find yourself rather busy at work and you may not have given as much attention to developing an answer as you'd like.

Time may have 'gotten away' from you.

Or, you may not have started as early as you should have.

Because of these possibilities…

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

## Process Part K:  Avoiding Plagiarism

**Introduction**

Though it is a horrible word we are going to explain what constitutes cheating, and we will introduce a better term for this, too.

Thereafter, we will explain what you **can** do to use work written by other people.

**Instructions**

There is a term that all learners need to be familiar with and that is one called **plagiarism**.

Unfortunately there are many definitions of this term but the following statements give an accurate indication of the problem…

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

## Process Part L:  Constructing a Bibliography

**Introduction**

In this section we introduce the term bibliography, and show you what is required in creating one.

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## Process Part M: Submit Work for Tutor's First Review

**Introduction**

In this section we explain how and why you should submit draft submissions.

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

## Process Part N: Submit Work for Tutor's Second Review

This section is valid for Level 4 and 5 learners only- We have the opportunity to review your work a second time and learners will be told on what date to submit their work for this particular review opportunity.

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)</span>

## Process Part O: Submit Final Version for Assessment Marking

When you have completed your full set of answers to the standard you know is the best of your ability, it's time to submit it in much the same way as any draft work to us as your final submission.

<span style="color:red">The full workbook will explain this in detail (this sample workbook does not include the remainder of this chapter)</span>

## Process Part P: Utilise Post-Assessment Support if Required

Learners are paying for their tuition and so will get support:

- During the tuition and learning phase of their study
- During the assessment period (this excludes tuition during this period)
- After the assessment, if a re-submission is required. The following rules apply:
  - o Free additional support is given provided the scheduled tutors' reviews were undertaken during the assessment period
  - o Support is chargeable if learners did not make use of the tutors' support during the assessment period
  - o Our pass guarantee scheme only exists for learners who utilised the free support arrangements

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## Process Part Q:  Setting UP Your Answer Script Template Required

### Introduction

In Process **Part B** we referred to the need to set up the answer script template in advance of being issued the assessment paper. This section will assist you conducting this practical exercise, and you will be sending us a copy of your template soon, so please follow the instructions carefully.

### Instructions

We are about to show you how to set up an MS Word document which will have certain things such as:

- ✓ Document headers and footers (showing the topic, membership numbers, a cohort number (the learning group number) and page numbering)
- ✓ A dedicated cover page
- ✓ A table of contents showing on what pages the separate answers may be found
- ✓ The task answers framework (ready to be filled out when tackling each task)
- ✓ A bibliography (this will be explained later in this workbook)

Once prepared, it is ready for you to fill out the sections with your answers.

Follow each step, as below.

The full workbook will explain this in detail (this sample workbook does not include the remainder of this section and/or chapter)

### Process Part R: Contacting Us if You Need Further Guidance

Learners may wish to contact us for guidance. Please use the details as below.

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