

A Quiz

Assessment	
Assessment Criteria	
Award/Certificate/ Diploma	
Credit Based Learning (CBL)	
Credit	
Credit Accumulation	
Credit Transfer	
Credit Value	
Evidence	
Learning Outcome	
Level	
Optional/ Compulsory Units	
Progression Qualifications	
Unit	
Unit Plus	

**The following has been taken from the NOCN Guidelines for Writing Units
Version 11**

Page 7 of 14

The learner can: *(this is a standard rider on all units)*

Entry Level	Level 1	Level 2	Level 3
State Participate in Contribute to List Name Label Give (an example of)	Identify Give (two benefits of...) Indicate Label Name Record Outline Use Define	Define Describe Illustrate Give (a range of...) Select Apply Use (a range of) Follow a plan Give positive and negative points of... Comment on... Compare Perform Assess	Clarify Summarise Critically compare Perform Judge Evaluate Review and revise Analyse Explain Develop (a plan/an idea which..) Draw conclusions Justify

Where the same unit exists at different levels, the assessment criteria should be clearly differentiated to reflect the increasing complexity involved in progressing from one level to the next.

- The assessment criteria should relate to a specific learning outcome and there should be sufficient assessment criteria to enable evidence of achievement for assessment and internal verification.
- There should be at least one assessment criterion related to each learning outcome.
- There should be no new learning described in the assessment criteria that is not already described in the learning outcomes.
- Criteria should be written so that they are applicable and appropriate to a range of assessment methods. This will allow tutors to determine the most appropriate form of assessment if the unit is used within another course.

Assessment criteria must be clear and consistent in their own right and should not rely on comparative judgments.

Quiz Answers

Assessment	The process by which judgments are made about learners' achievements, including the methods by which assessment may be carried out and the way in which it is recorded.
Assessment Criteria	Measurable statements relating to the Learning Outcomes which enable a judgment to be made about whether or not the learner has achieved the specified learning outcomes.
Award/Certificate/ Diploma	Accumulation of units according to awarding body at a particular level.
Credit Based Learning (CBL)	A coherent set of Learning Outcomes based on evidence that is presented in 'bite size chunks'.
Credit	One credit is awarded for those outcomes which the learner, appropriately supported, might reasonably be expected to achieve in a notional 10 hours of learning.
Credit Accumulation	The number of units at a particular level that a learner has achieved.
Credit Transfer	The ability to Accumulate credits and transfer them to another course.
Credit Value	Given to a unit to describe the number of credits awarded for successful completion of the unit.
Evidence	The tangible product of a learner's activity e.g. worksheets, tutor notes, essays, tape recordings which demonstrate how the learner has met the learning outcomes.
Learning Outcome	A statement which identifies what the learner will know, understand, or be able to do as a result of a learning experience.
Level	A description of the complexity of learning involved in all or part of a recognised course. OCNs use four levels: Entry, One, Two, Three.
Optional/ Compulsory Units	Used in Progression Qualifications in unit accumulations. A number of Compulsory and Optional units are stated for Award, Certificate or Diploma.
Progression Qualifications	Progression Qualifications. Full time equivalent programmes, available at levels Entry, one, two and three.
Unit	A unit gives details of what a learner is expected to know, made up of L/O and A/C.
Unit Plus	Gives a choice of assessment methods as Optional or Prescribed.