BWYQ Level 4 Assessment Guidance

(a competence/evidence-based approach to assessing Level 4 vocational qualifications)

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
SUBJECT KNOWLEDGE ASSIGNMENTS			
Content and range of knowledge displayed	Addresses all the knowledge criteria in-depth. Demonstrates a systematic, detailed, theoretically informed knowledge base using appropriate terminology.	**Meets the knowledge criteria. Demonstrates a factual and conceptual knowledge base using satisfactory terminology.**	Provides limited evidence towards the knowledge criteria. Contains errors and/or omissions such as gaps in knowledge and/or misuse of terminology.
Addressing the knowledge criteria/attention to purpose	Addresses all the knowledge criteria in- depth. Fulfills the purpose of the assignment effectively and creatively.	**Addresses the knowledge criteria. Addresses the basic purpose of the assignment.**	Addresses some, but not all of the knowledge criteria. Does not address the purpose of the assignment.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	Fluent writing style appropriate to the assignment. Grammar and spelling accurate.	**Generally understandable with satisfactory language supporting meaning. Grammar and spelling mainly accurate.**	Meaning often unclear. Frequent errors in grammar and/or spelling that detract from meaning.
Coherence and organisation of assignment	Strong, logical organisation and coherence enhances the assignment objectives.	**Demonstrates thoughtful organisation and adequate structure.**	Shows limited organisation. Poorly presented and structured.
Critical Reasoning/ Analysis/ Conclusion	Well developed, conceptually informed critical thinking is consistently integrated. Shows well developed ability to compare alternative theories/analytic approaches (where relevant). Conclusions are well developed with some originality.	**Demonstrates conventional critical insight and recognises alternative positions. Makes some use of techniques of analysis relevant to the discipline (yoga). Reasonable conclusions are drawn.**	Critical thought and analysis are limited or incoherent. Lacks any analysis or attempts at analysis. Limited or ineffective attempt to draw together arguments. Lack of conclusions, or invalid conclusions drawn.
Evidence of reading/ quality of sources	Evidence of independent reading from a range of excellent sources. Uses high quality secondary sources with some primary sources.	**Evidence of reading from appropriate sources. Uses appropriate secondary sources.**	Demonstrates limited evidence of reading. Draws upon unreliable and/or inappropriate sources.
Referencing	Sources are consistently acknowledged in the text/ reference list and used effectively to support the discussion. Accurate referencing follows a systematic approach, with all elements included.	**Sources used are generally acknowledged in the text and reference list. Referencing follows an appropriate approach. Entries in the bibliography/ reference list are basically accurate/satisfactory.**	Sources in the text are not always acknowledged. When they are, they are often inaccurate or incomplete. Entries in the bibliography/ reference list are incomplete and/or absent.

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OBSERVATIONS OF SKILLS AND APPLICATION OF KNOWLEDGE

Work Products - Planning for delivery of a yoga course (scheme of work, course/lesson plans)

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
Clarity of learning outcomes and focus of work	Defines appropriate Learning Outcomes in detail and addresses them comprehensively.	**Outlines appropriate Learning Outcomes and addresses them in a manner which gives a clear focus to the work.**	Learning Outcomes are not appropriate and/or clearly identified.
Code of conduct	Develops specific objectives which are achievable, consistent with professional values / code of conduct and appropriate to the clientele.	**Develops objectives which are consistent with professional values/code of conduct and generally appropriate to the clientele.**	Inadequate or no attempt to ascertain needs of clientele. Limited use of professional values / code of conduct frameworks.
Information gathering / processing to inform session plans and schemes of work	Selects a variety of highly relevant information and resources to inform session plans and schemes of work. Gathers complex information and incorporates it effectively, imaginatively into teaching resources.	**Selects appropriate information and resources to inform session plans and schemes of work and incorporates them effectively.**	Little or no evidence of information and resources to inform session plans and schemes of work.
Application of knowledge and theory	Demonstrates a detailed, systematic understanding. Integrates theoretical knowledge into their planning and teaching	**Demonstrates a good factual and/or conceptual knowledge base and uses appropriate terminology.**	Selection of theory is satisfactory but application and/or understanding limited. Significant gaps in knowledge and/or misuse of terminology.

Teaching and/or presentation delivery

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
Demonstration of yoga techniques	Good communication and understanding of yoga techniques with attention to detail. Demonstrates yoga practices with clarity and precision.	**Communicates how to perform yoga techniques safely with adequate demonstration of the basic yoga practices.**	Communication and commitment are lacking. Knowledge of the asana is poor. Technical ability and/or demonstration skills are weak or non-existent.
Communication	Demonstrates effective communication through a strong understanding of yoga ethics, use of Sanskrit names and correct pronunciation.	**Communication is generally clear and in a format that is appropriate to yoga ethics. Appropriate English names of asana used.**	Communication is unstructured, disorganised or used in a format inappropriate to the ethos of yoga.

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CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
Observation and decisions	Observes individuals during the teaching of a class. Decides on the best modifications to meet the needs of individuals, as identified through observation. Gives expert rationale.	Observes class members and gives modifications to ensure that the class is safely practicing yoga. Can provide a meaningful rationale for decisions.	Does not observe the students in the class. May make decisions which are unclear or unsafe and/or cannot be supported by tenable rationale.
Presentation skills	Demonstrates a variety of styles and ability to adapt them according to individual need. Oral presentation is well structured and engaging. Pace and audibility are highly effective.	Oral presentation shows awareness of different styles of self-presentation and ability to use them in different situations.	Oral presentation is disorganised and/or pace and audibility are poor.
Reflection on practice	Confidently analyses and critically evaluates strengths and weaknesses relating to own practice as a result of feedback from a variety of sources including peer and student evaluation Develops and implements alternative courses of action.	Demonstrates ability to reflect upon and evaluate own practice using feedback from students and peers. Identifies and implements further actions as a result.	Shows limited ability to reflect on and evaluate own practice as a result of feedback from students and peers. Little or insufficient action as a result.

ADDITIONAL GUIDANCE

1.Referencing:
Referencing is a way of acknowledging sources and providing evidence to support arguments and assertions. It also helps to prevent plagiarism. Any appropriate form of referencing is acceptable. This should use a list of references at the end and in-text citation. Referencing can also take the form of footnotes or endnotes. Whichever method Is used must be consistent; using the same format throughout and ensuring there is enough information for any reader to be able to readily locate the source. A short presentation is available which provides more detailed information on this.

2. Website referencing:
A full reference would include author (if known) or organisation, year published (or 'no date'), title, URL and date accessed in square brackets.
The minimum amount of information require would be the URL and date accessed. e.g.
https://libguides.reading.ac.uk/citing-references/referencingstyles [accessed 6-9-18]

3. Essay Word Count:
The word count refers to the number of words within the main body of the text **not** including footnotes, endnotes, bibliography or appendices.
We do not specify a word count for any evidence included for summative assessment. However, we expect any evidence to be detailed enough to fully meet the assessment criteria, and not be 'padded out' with too much unnecessary material. A Centre may choose to place their own word limits on assignments.

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4. Guidance on record-keeping and signatures:
4.1 The authenticity statement from the learner at the end of the course requires the signature of the learner. A statement at the end of the course verifying that all criteria have been passed needs to be signed by both the Assessor and the Internal Quality Assurer. [The signature can be electronic, either inserted picture or originally signed document scanned and saved as a .pdf. If a learner does not have facilities to complete electronic signature, the originally signed document can be submitted to the QAO at Central Office by post.]

4.2 The typed-in name of the learner and their ULN are required on assessment front sheets and assignments. Likewise, the typed-in name of Assessor and date of assessment are required on the assessment pages.

4.3 Electronic signatures of Assessor and learner are not required on assessment pages.

5. Referrals
5.1 An assignment (in whole or in part) may be referred back to the student twice. The third submission is the final one, and if this does not meet the assessment criteria then this is a 'fail'. Feedback that accompanies a referral should *guide* the student towards attaining the necessary skills or understanding to meet the criteria, however it must not provide them with the answer or do the necessary research or work for them.

5.2 Referrals, unless they are a safety, safeguarding or legislative issue, are made purely against the assessment criteria for that assignment.

5.3 Referral or Pass will be shown as R or P on the assessment page against each of the assessment criteria with the date of each Referral/eventual Pass shown in brackets next to the R or P.

5.4 If it is clear that the student understands the Referral and provides evidence of achievement in a different format such as professional discussion or questioning (verbal or written), then a Pass can be shown against the relevant assessment criteria, The record of the professional discussion or questioning should be attached to the assignment front sheet along with the other evidence of achieving the assessment criteria.

6. Assessment of Attainment
6.1 Subject knowledge attainment may be evidenced by written work, presentations (audio, video or in-person) and/or professional discussion that meet the assessment criteria of the assignment. The Assessor may use questioning as a further assessment method to determine attainment.

6.2 Evidence of skills and application of knowledge attainment may be assessed from observation of teaching and presentations, professional discussion, questioning, witness testimony, peer review, peer assessments, examination of work products such as schemes of work, lesson plans, evaluations and reflective diaries.

6.3 When using professional discussion, questioning and witness testimony as evidence of assessment criteria attainment, the Assessor should provide written details on the assessment page of how the attainment was achieved.

7. Learning Outcomes and assessment criteria
Learning outcomes and assessment criteria should follow SMART principles. A presentation is available providing more information about writing learning outcomes and assessment criteria.
Using domains of learning (Bloom's taxonomy) is recommended because this encourages learners to think critically about what they want to achieve and how this will address the needs of different students within their classes. The domains of learning on lesson plans will not be assessed, but tutors can encourage their use as best practice.

8. Plagiarism
Tutor resources (including shared resource platforms) must follow the guidance sent to Centres, and should not in any way facilitate deliberate or accidental plagiarism. If plagiarism is detected or suspected, it must be investigated.

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Where a learner has unknowingly committed plagiarism, they should be given a chance to resubmit evidence that is clearly their own work. This could be through additional written documents, short presentations or professional discussion.

Please note that making a 'pass' assessment decision when plagiarism is evidenced or suspected constitutes malpractice.

Document History		
Date	**Author**	**Action**
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October 2018	BWYQ Trustee- Directors	Approved 20-10-18
May 2022	BWYQ Operations Coordinator	Reviewed and revised
November 2022	BWYQ Operations Coordinator	Reviewed and revised
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