

BWYQ 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)			
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			
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.
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 practising 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.

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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 aids in prevention of plagiarism. Any appropriate form of academic referencing is acceptable providing the reference shows the author, title, publisher, date of publication [and the page number in the case of text citations]. Although it is best practice to include referencing/bibliography on work products where needed, correct use of referencing will only be assessed on subject knowledge assignments [1.1a, 2.1, 3.2, 5.1, 6.1, 6.2, 7.1, 7.2, 8.1].

2. Website referencing:

The web address should be supplied including the date viewed in brackets, 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. The suggested word count has a + or - 15% leeway provided the Learning Outcomes and Assessment Criteria (LOAC) have been successfully addressed, e.g. for a suggested word count of 1000 words, anything under 850 words – even if it successfully addresses the LOAC – is referred; anything over 1150 words is referred.

4. Guidance on record-keeping and signatures:

4.1 An 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 learner and ULN (BWY number) are required on assessment front sheets and assignments. 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.

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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 constitutes 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 constitute 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, then a Pass can be shown against assessment criteria, but the written assessment must detail how the achievement was ascertained.

6. Assessment of Attainment

6.1 Subject knowledge attainment may be evidenced by written work, presentations 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

Grouping learning outcomes into the domains of learning, with reference to Bloom's taxonomy (cognitive, affective, psychomotor) is required learning for Unit 4 (4.1) and Unit 8 (8.1), where it will be assessed. The domains of learning on lesson plans will not be assessed, but tutors can encourage their use as best practice.

Document History		
Date	Author	Action
Sept-Oct 2018	BWYQ Working Party with Consultant Hilary Read	Draft created, trialed/evaluated by users on 8-9-18, finalised.
October 2018	BWYQ Board of Directors	Approved 20-10-18
<i>October 2019</i>	<i>To be reviewed and revised on an ongoing annual basis or earlier if necessary</i>	