



Dyslexia
Matters

Studying at Level 5: Expectations for Candidate, Assessors and Awarding Bodies

The expectation at Level 5 is for candidates to study independently.

Candidates are directed to read around a subject and use the knowledge they have found from their independent reading, course lectures and materials to 'have a go' at a given task. Candidates should rest assured an assessor is not looking for perfection in the initial drafts of these tasks.

An assessor finds it invaluable to see how a candidate attempts a given task. From this they discover what the candidate knows, as well as what they are unsure about. This information enables the assessor to advise, direct or question a candidate accordingly, encouraging the independent development of candidates' skills and knowledge. It is only at Level 3 that candidates would be told exactly what to do and how. At Level 5 the Awarding Body expectation is that the candidate develops their skills from their own directed but independent study and experience.

In our courses we have done our very best to help candidates find this journey a well supported one. Candidates are given task templates with a good deal of embedded support and direction, acting as a significant scaffold for the development of new skills. These are also structured in order as the tasks are sequential. Providing more than this would be considered to be 'spoon feeding' candidates and therefore the candidates' work would not be considered sufficiently independent.

This explanation does not mean a candidate cannot ask questions or chat to their assessors if necessary, but does explain course providers' restrictions in the process of delivering a Level 5 course. It offers candidates an explanation as to why an assessor may re-direct a candidate to further study, request re-drafts or indeed ask questions to elicit the successful completion of a task. We do not want any candidate to be wrong-footed or surprised by this expectation.



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Level 5 Descriptors

Candidates are required to demonstrate:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making