

Qualifications Framework Stage 2 Coursework - Weights and Measures Reflective Statement coursework guidance for candidates



This guidance document will outline what requirements are needed for the weights and measures coursework. Where we require you to take note of a specific element, you will see the Information for candidate symbol.

ALL REFLECTIVE STATEMENTS FOR WEIGHTS AND MEASURES WILL BE PUBLISHED SEPARATELY ON THE QUALIFICATIONS RESOURCE AREA - AND ON THE STAGE 2 TAB. PUBLISHED COURSEWORK IS ALIGNED TO THE FORTHCOMING EXAM CYCLE ONLY.

<https://www.tradingstandards.uk/practitioners/training-development/qualifications-resources#stage2>

Overview

Stage 2 assessments

This second stage of the Qualifications Framework consists of three Units.

- Unit 4: Trading Standards Law Part 2 (consisting of Weights and Measures, Food, Feed and Product Safety);
- Unit 5: Investigations;
- Unit 6: Regulating Markets.

The following will provide you with guidance on the requirements of the weights and measures reflective statement coursework as agreed by the Qualifications Panel (QP).

The Objective

The Weights and Measures reflective statement will be used to determine specific set areas of knowledge and skill and will show how the candidate has progressed and be passed against set criteria aligned to level 5 of the National Qualifications Framework.

On completion, these will be submitted to CTSI and passed to the examiner/moderator for marking.

The following guidance sets out how this will be achieved. Please ensure you have read through this guidance sheet.

Stage 2 is aligned to the National Qualifications Framework level 5 (in Scotland level 8). This means that it is expected that you will use specific vocabulary as part of your submitted work. This will allow the examiner to see how your knowledge and understanding has moved on as you have completed different stages.

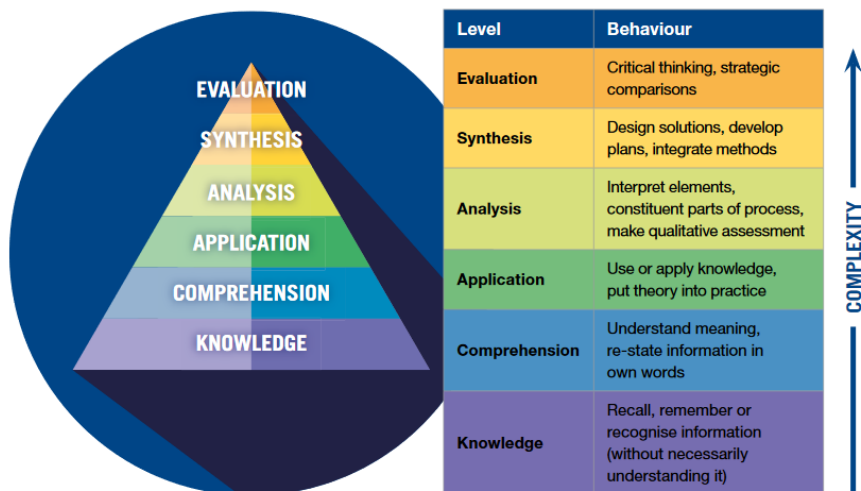
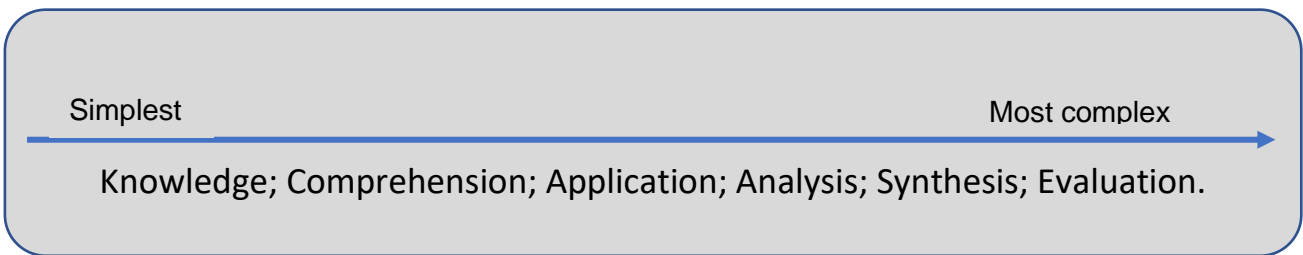
The Qualifications Framework and its examiners and moderators utilise Blooms Taxonomy.

Blooms Taxonomy

“The goal of an educator using Bloom's taxonomy is to encourage higher-order thought in their students by building up from **lower**-level cognitive skills. Behavioural and cognitive learning objectives are given to highlight how Bloom's taxonomy can be incorporated into larger-scale educational goals or guidelines”.

Wikipedia

Below we have set this out as reference tool that indicates the vocabulary relating to specific levels and specific of knowledge, understanding and intellectual skills. Six categories of learning in the Cognitive Domain are identified. Below is summarisation of key features of this that relate to writing exam questions.



Assessment

Assessment of an exam paper, or in this case a reflective statement, is the process of evaluating a candidate's learning. The examiner will generate and collect evidence of a candidate's attainment of knowledge and skills and determine whether their submission of work has been met against the assessment criteria.

The assessment criteria identified by the examiner and moderator will be included within the coursework documents, published on the website. This outlines where the marks can be found within the coursework requirement.

Example Assessment Criteria:

Skill	Abilities to show	% of marks
Knowledge	Use of relevant contract and consumer rights law. Identification of relevant parts of consumer protection framework. Identification of appropriate Courts.	20
Understand the business you work with	Have you engaged constructively with the business? Have you taken account of the provisions of statutory codes in order to engage effectively with businesses?	10
Choose appropriate interventions	Have you made appropriate and proportionate intervention choices to have the greatest impact on supporting compliance? Have you worked effectively with other organisations?	30
Evaluate	How have you monitored and reported on your activities and performance? Have you evaluated your activities in relation to your regulatory objectives and your organisations strategic priorities?	30
Structure and reliability of your reflective statement	Have you produced a well presented and logical statement? Does your report contain balanced reflection of your work?	5
Research and referencing	Is any research that you have carried out accurate and any referencing correct?	5

(The above may change for each year dependent on what the examiner and moderator want you to concentrate on.)

Important: As part of the assessment process, in addition to ensuring you meet the assessment criteria, you are expected to ensure that you have provided all the relevant areas of information needed for each piece of coursework and to sufficient detail. You should research what a reflective piece of work should include.

Marks are available for well set out, presented, concise piece of work. That you have shown you have you understood what the examiner has requested.

Please pay attention to where the higher marks are available in the weights and measures coursework. As shown in the example above, in the **% of Marks** column. This shows you where the majority of marks can be found.

The next section in this guidance sheet will set out the assessment requirements for reflective learning.

Unit 4: Reflective Statement - the basics

Coursework Medium:	Reflective Statement
Word Limit:	2000 word (+/- 10% allowance)
Format:	Word document. Ariel 11; 1.5 line spacing
Submission medium:	Electronic – contact Qualifications Team prior to submission on qualifications@tsi.org.uk – DO NOT SUBMIT YOUR COURSEWORK TO THIS EMAIL ADDRESS
Pass mark:	40%
Anonymous marking:	Yes
Submission date:	1 April (for May exam cycles)
Submission template:	Template found on CTSI website, (basic to ensure candidate no, etc is provided).
Data protection:	Ensure you follow your authorities/employer's data protection policies

What is reflected learning?

Whatever you are reflecting on, the following points are important:



- Reflection is an exploration and explanation of events. It is **not** a description of what you did.
- Reflection often involves revealing anxieties, errors and weaknesses, as well as strengths and successes. Acknowledging any errors, weaknesses or anxiety is not seen as a terrible outcome for the examiner. By acknowledging them, you have shown you have reflected, but importantly, that you have learnt from your experience.
- It is usually necessary to select just the most significant parts of the event or idea on which you're reflecting. Don't try to tell the whole story, or you will end up only describing rather than reflecting.
- It is often useful to reflect forward to the future – when you might do something differently as a result of reflecting – as well as reflecting back on the past.

When writing your piece of reflective coursework, you should write in the **first person**. For example, I, me, we and our. You are **reflecting** on yourself, your thoughts, and your understanding of your experience, in the context of the criteria set to you by the examiner. You may find it useful to have a journal to write down what your thoughts are at the time, any concerns you had. Thoughts on how you could handle the same situation differently in the future.

To help you better understand what reflection is, the following links are videos that outline what reflection is

https://www.youtube.com/watch?v=-gbczr0IRf4	Gibbs Reflective Cycle Explained.	Expert Program Management (EPM)
https://www.youtube.com/watch?v=SntBj0FIAPw	Reflective writing	University of Melbourne
https://www.youtube.com/watch?v=QoI67VeE3ds	Reflective writing	Hull University
https://www.youtube.com/watch?v=X1xkFgHAWD0	Reflective writing – a very brief guide	vccbaking

What is the examiner expecting from your submission?



The examiner will be expecting you to have covered specific areas that outline your experience. They have provided you with set criteria that they want you to cover that will meet specific requirements. Using the assessment criteria found at the end of the coursework document, this will help you to understand where you will gain and lose marks.

The areas below outline what sections you should include. You will need to determine where these take you and what you should include within your submission.

- Description;
- Exploration; and
- Analysis

In addition to this, you should include:

- An outcome or a conclusion.

Coursework requirements can be found using the following link:

[Weights and Measures Reflective Statement requirements.](#)