

The India-EU Skills Development Project



Assessment in CBT

ToT training workshop, Delhi, November 2015

Why do we assess?

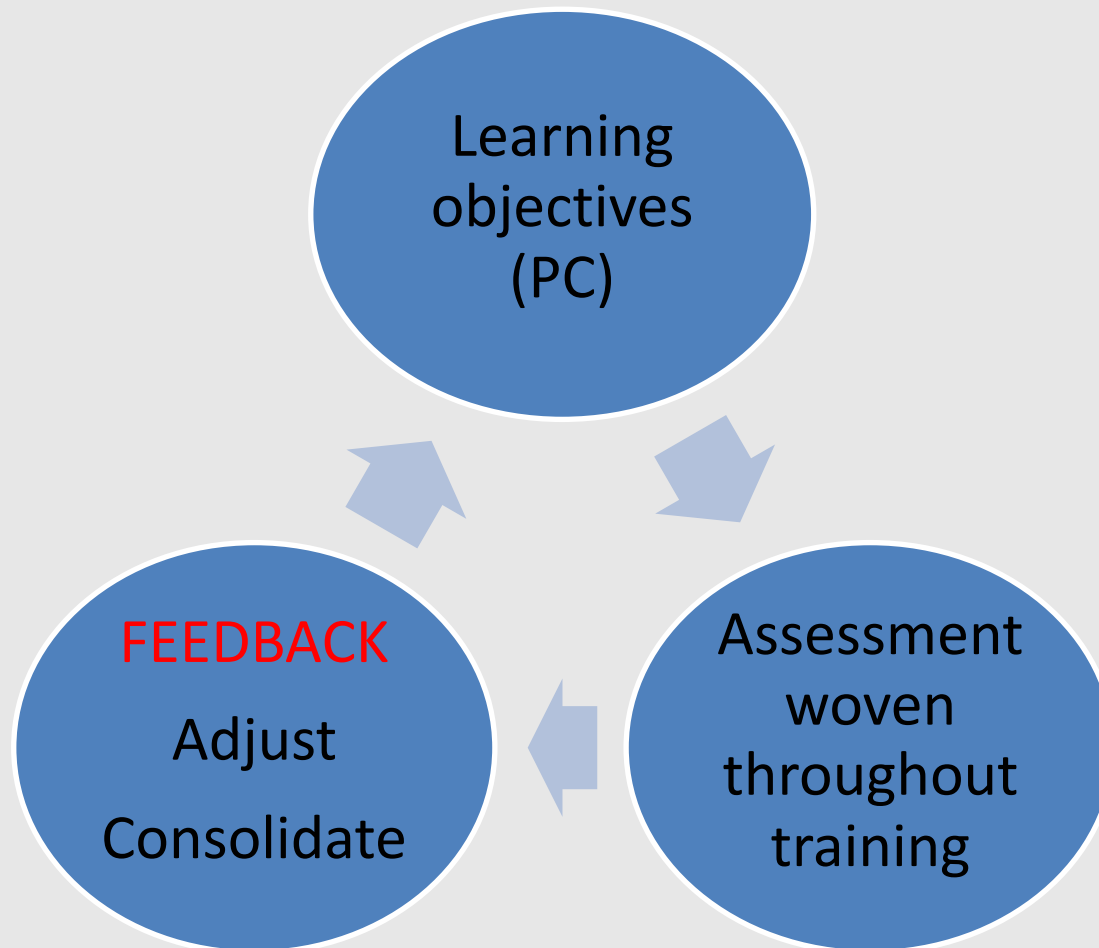
- To diagnose the learner's strengths and weaknesses
- To direct the learner's learning process
- To evaluate learning achievement (competent or not yet competent?)
- To assist learners in career development
- To assist employers to determine competences of employees
- To maintain national and international quality and standards

Why do we assess?

To ensure trainees can meet minimum required standards the industry needs

Types of assessment

Formative/continuous assessment



Types of assessment

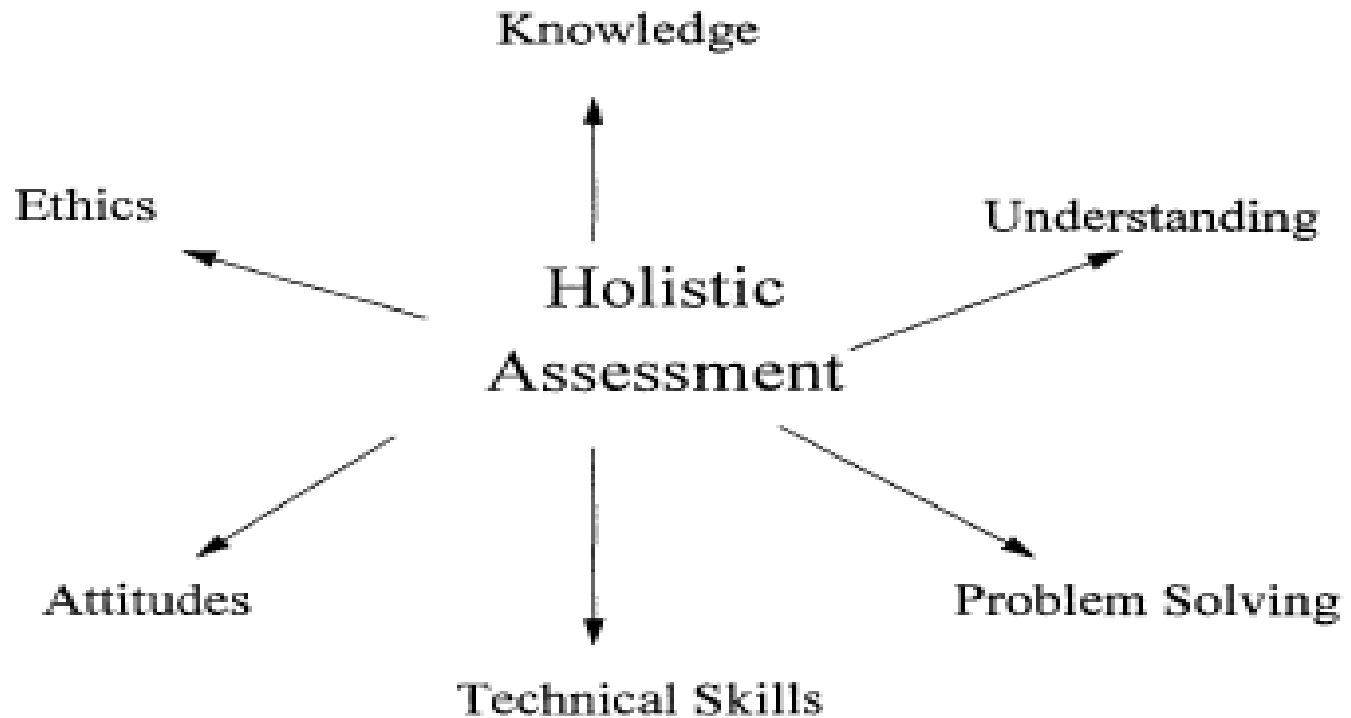
Summative assessment

Assessing at **predetermined places** along the training pathway

- at the end of a course (element of competence)
- at the end of a module (unit of competence / standard)

Types of assessment

Holistic assessment approach



Qualification Packs (QP)

- Provide a set of nationally endorsed standards and qualifications → used to assess the skills and knowledge individuals need to perform effectively in the workplace.

Qualification Packs (QP)

- QP are key resources for registered Training Institutes in the delivery of structured, nationally recognized training and assessment.

Qualification Packs (QP)

- A QP states which competencies need to be achieved, but does not prescribe how an individual should be trained.
- It is the responsibility of the Training Institute, through its trainers and assessors, to develop teaching strategies and assessment methods to meet the needs, abilities and circumstances of trainees.

Assessment aspects → QP

Assessment with regard to QP is directly related to...

- National Occupational Standards (NOS)
- Assessment guidelines

Assessment aspects → NSQF

Assessment with regard to NSQF is directly related to...

- learning outcomes at each qualification level

NSQF explains the responsibilities for assessment and certification.

Assessment aspects → RPL

Assessment with regard to RPL is directly related to...

- competencies an individual has obtained outside a formal education and training environment. These competencies might have been gained through informal or non-formal training, or they may have been gained through life or work experience.

Assessment aspects → Equity

Assessment with regard to equity is directly related to...

- differences in gender, ability, age, location, and social and cultural backgrounds.

Assessment aspects → Trainers

Assessment with regard to trainers is directly related to...

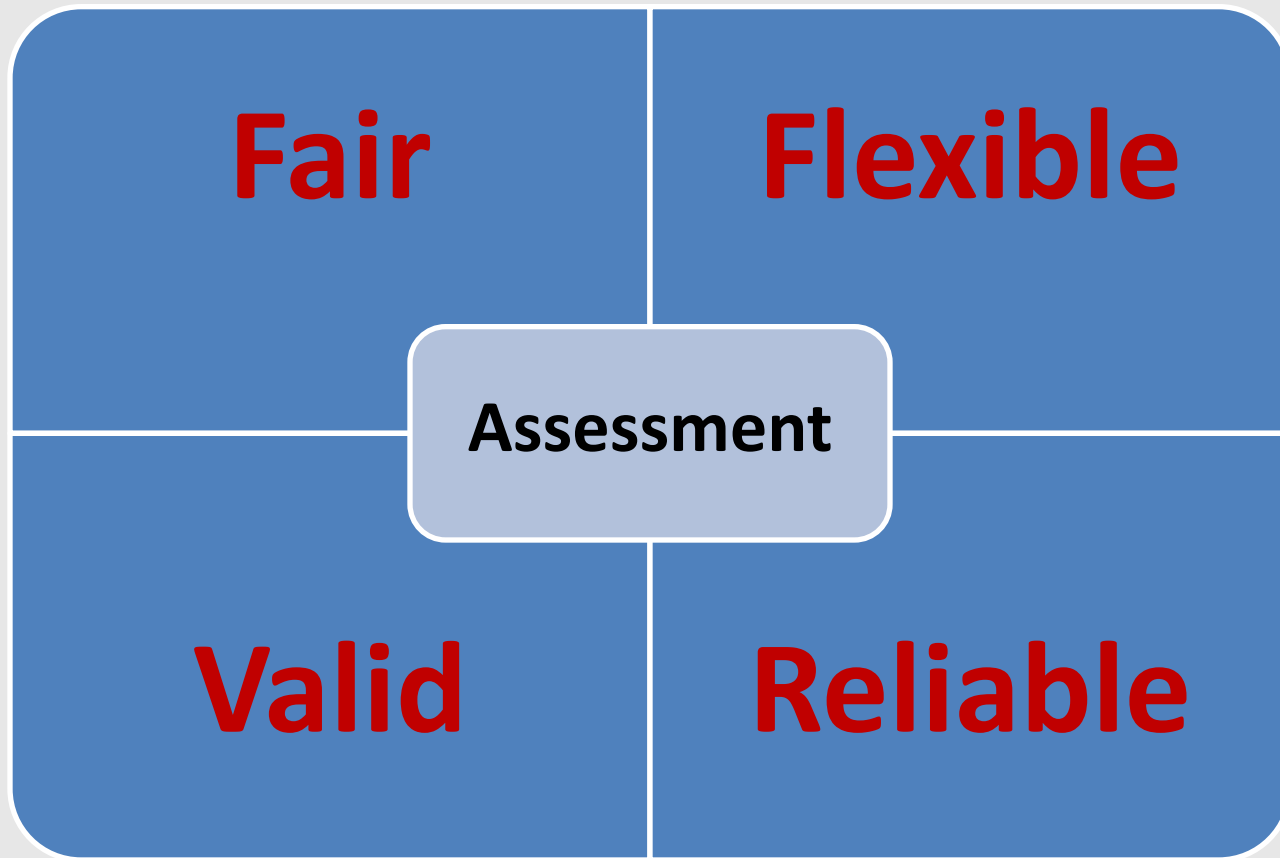
- their vocational competencies at least to the level being delivered and assessed
- how they are maintaining industry know-how and their competence, and how they are continuing to develop their VET skills and knowledge
- minimum qualification in Training and Assessment (CITS) or are able to demonstrate equivalent competencies

Assessment aspects → Assessors

Assessment with regard to assessors is directly related to...

- their vocational competencies and industry know-how at least to the level being delivered and assessed
- how they are maintaining industry know-how and their competence, and how they are continuing to develop their VET skills and knowledge
- their official certification and recognition

Principles of assessment



Principles of assessment

FAIR

- Assessment must not discriminate against individuals or groups.
- Different people and different situations need different assessment methods.
- Where necessary, reasonable adjustments to meet individual requirements must be made.

Principles of assessment

FLEXIBLE

- There is no single approach to competency based assessment. Evidence can be collected using different methods, at different times, under a variety of conditions. It must be responsive to the needs of the situation and the candidate.

Principles of assessment

RELIABLE

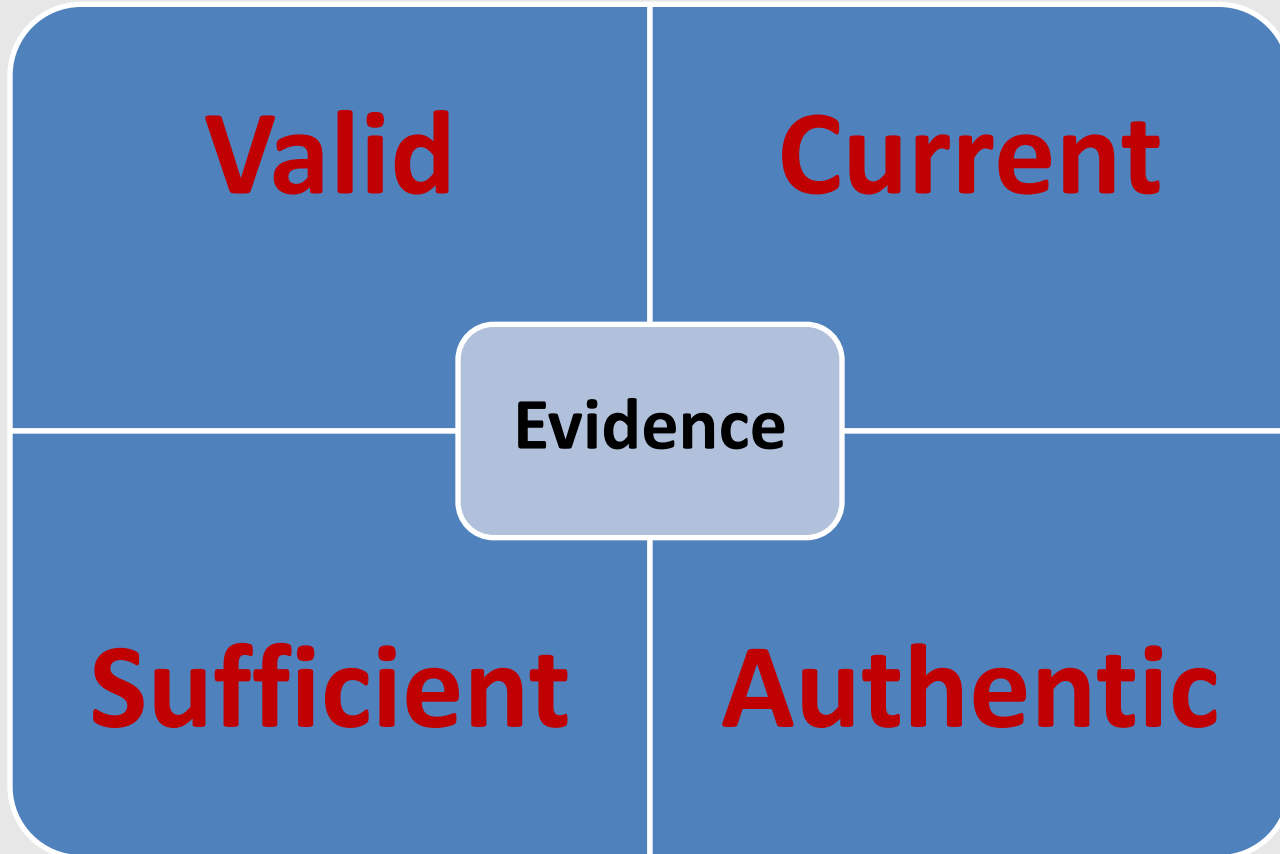
- Consistency and accuracy of the assessment outcomes (consistent outcomes across India)

Principles of assessment

VALID

- Assessment methods must reflect performance criteria, elements of competence and units of competence.
- All components that are to be assessed must be assessed.
- There must be sufficient evidence to ensure that the candidate meets the competency specified by the current standard.
- The candidate must not be asked to provide evidence for or be assessed against activities that are outside the scope of the unit standard.

Rules of evidence



Rules of evidence

VALID

- Are the trainees presenting evidence that is relevant to the unit of competence that they are being assessed against?

Rules of evidence

SUFFICIENT

- Is the evidence that trainees are providing sufficient to meet all the requirements of a unit of competence (not only a portion of it)?

Rules of evidence

CURRENT

- Is the evidence that trainees are providing up-to-date with the latest industry standards?
- Is the evidence provided current and recent?

Rules of evidence

AUTHENTIC

- Is the evidence that candidates provide really their own work?

Types of evidence

Direct demonstration	3 rd party reports
In-direct demonstration (e.g. videos, photographs)	Self assessment
Products (recently produced by trainees)	Workplace documents
Assignments (designed around a complete unit)	Simulation
Questions (e.g. multiple choice, written questions, oral questions, etc.)	Portfolios

The 5 dimensions of competence

Task skills

- Can trainees complete a task to meet industry standards?

Task management skills

- Can trainees manage more than one thing related to a specific task? (e.g. before the task, during the task, after the task)

Contingency management skills

- What to do when something goes wrong? Is there a plan B?

Environment skills

- Can trainees adapt to different working environments?

Transfer skills

- Can trainees transfer newly acquired skills to similar situations?

Reporting and recording - Feedback

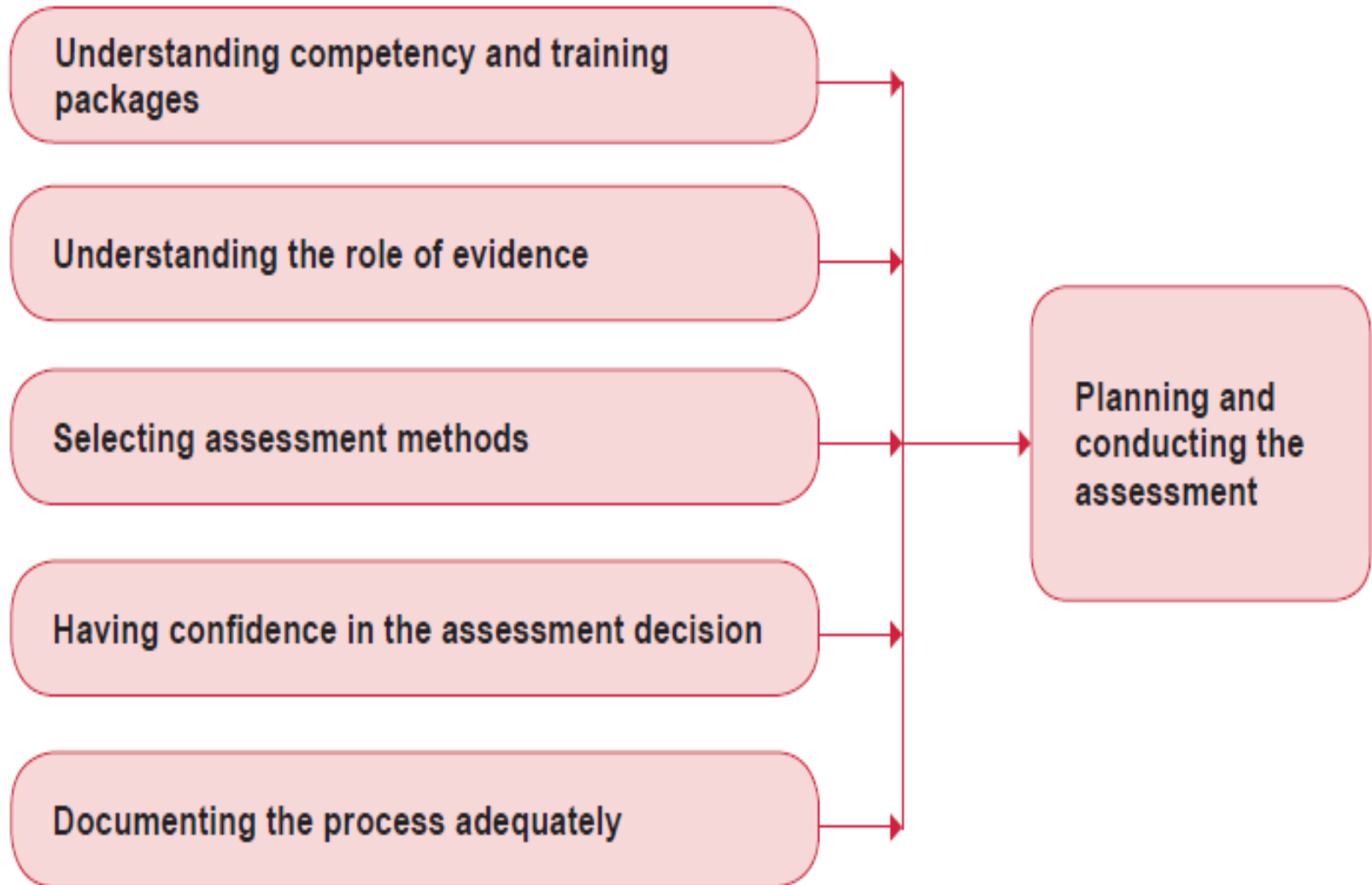
- Responsibility of trainers and assessors to keep a record of the evidence presented by the trainee which enables the assessment decision to be made.

- Provide feedback to the trainees!

What is competency-based assessment?

- Process of collecting evidence and making judgments on whether competence has been achieved.
- Confirmation that an individual can perform to the standard expected in the workplace as expressed in the NOS (where they exist), on standards developed by relevant industry, enterprise, community or professional groups, or on outcomes of accredited courses if there are no relevant nationally endorsed occupational standards.

The assessment process



Assessment methods

Assessment methods	Example
Observation	Real work activities at workplace
Questioning	Self-evaluation form Interview Written questionnaire
Review of products	Work samples/products
Portfolio	Testimonials/references Work samples/products Training record Assessment record Journal/work diary/logbook Life experience information
Supplementary feedback	Interviews with, or documentation from employer, supervisor, peers
Structured activities	Project Presentation Demonstration Progressive tasks Simulation exercise such as role-plays

Assessment plans

- Training Institutes should ensure that assessment plans are developed and provided to all trainees before their assessment.
- Trainees may appeal if they believe that the assessment has not been carried out in accordance with the assessment plan.

Example of an assessment plan

Course: FF-02: Marking components Learning Outcomes	Written Test	Performance Test	Observation	Discussion	Role Play	Peer Assessment	Project	Oral Test	Portfolio	Other (Explain)	Marking Guide/Rubric
Mark out specified features on the work pieces as per job specifications using appropriate measuring and marking out tools and equipment		X					X				
Mark out templates for tracing/transferring the specified features on the work pieces as per job specifications		X	X								
Trace/transfer the specified features from the templates onto the work pieces as per job specification		X	X				X				