

# The India-EU Skills Development Project



## Training for Assessment Professionals: Assessors

Isabel Sutcliffe

SSTE Assessment, Learning & Certification

Lead Assessor & Assessment Coordinator Training  
NSDA. March 2016

# Over-arching objectives of the training



The purpose of the training session is to:

- Make you familiar with the NSQF Principles of Assessment and how these impact on your own role
- Make you familiar with the NQAF and its implications for your work and for that of both Assessment Bodies & Training Providers
- Make you aware of the Outcomes-Based training programme for Assessment Professionals
- Give you the opportunity to work towards the Core Modules for all Assessment Professionals as well as the Role-specific Module
- Put you in a position to gather evidence in readiness for the availability of NSQF qualifications based on NOS for Assessment Professionals
- Allow you to engage in a process to promote the importance of assessment in general, of Assessment Bodies & of Assessment Professionals in particular

# Outline of the Three-Day Programme



- Days One 9.30am-6pm; Day Two 9.30am – 5.30pm
- Delivery is in English (but let's support one another)
- Intensive learning programme
- Calls for full participation throughout
- Individual & Group work
- Each session to have learning outcomes
- Workbooks provided for own use to record, reflect and action
- No mobile phones during training sessions, PLEASE
- Any issues, problems, concerns....SHOUT OUT
- Let's start.....

# Welcome & Introductions



One by one, stand and:

- Introduce yourself by name, Assessment Body, sector/s you work in
- Say **why** you applied to be an Assessor
- tell us **the top thing that you enjoy** about your role
- tell us the **one thing you most dislike** about the role

# Today's Programme



- Session One: Welcome & Introductions
- Session Two: The Role of the Assessor & other key Assessment roles in NSQF qualifications
- Session Three: Outcomes-based Training & Assessment
- Session Four: Assessment Professionals' Core Competency – Apply the Principles of Assessment
- Session Five: The NSQF & NQAF and their impact on QPs, Assessment Bodies & Assessment Professionals
- Final Session: Review, reflect & prepare for home work

# The Role of the Assessor & other key Assessment roles in the NSQF (1)



## Learning Outcomes

At the end of this session you will know:

- The expectations of your role
- How this role fits into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How your role fits into **the NSQF**
- The scope of **the NQAF**

# The Role of the Assessor & other key Assessment roles in the NSQF (2)



## IN TEN MINUTES

Task One: In pairs, using the flip chart paper provided -

- List the **key functions** you carry out in your role
- Identify **any difficulties** in fulfilling these functions
- Identify **aspects of the role** where you'd like more **support/training**
- Stick flip chart papers on to the window/wall

# The Role of the Assessor & other key Assessment roles in the NSQF (2)



**JOB ROLE:** The **Assessor's** role is a front line role dealing directly with candidates. The Assessor is responsible for making professional judgments of candidate performance in line with the required standard. In arriving at the judgment, the Assessor is expected to use own professional competence and the acquired skills of assessment to ensure the decision is correct and can withstand scrutiny.

**Refer to detailed functions in the Workbook**



# The Role of the Assessor & other key Assessment roles in the NSQF (3)



**JOB ROLE: The Lead Assessor** is charged with ensuring the delivery of assessments and the professional judgments made by Assessors are consistent, of high quality and in line with expected standards of performance. The Lead Assessor therefore plays a key role in the induction, on-going training and development of Assessors. The Lead Assessor will liaise directly with employers and industry acting as an advocate for the NSQF and in seeking validation for the Assessment Body's selected approach to assessment. *The Lead Assessor will carry out assessments him/herself in order to maintain currency and credibility. In carrying out the role of Assessor, the Lead Assessor will provide a role model for others.*

**(Refer to detailed functions in Workbook)**

# The Role of the Assessor & other key Assessment Roles in the NSQF (4)

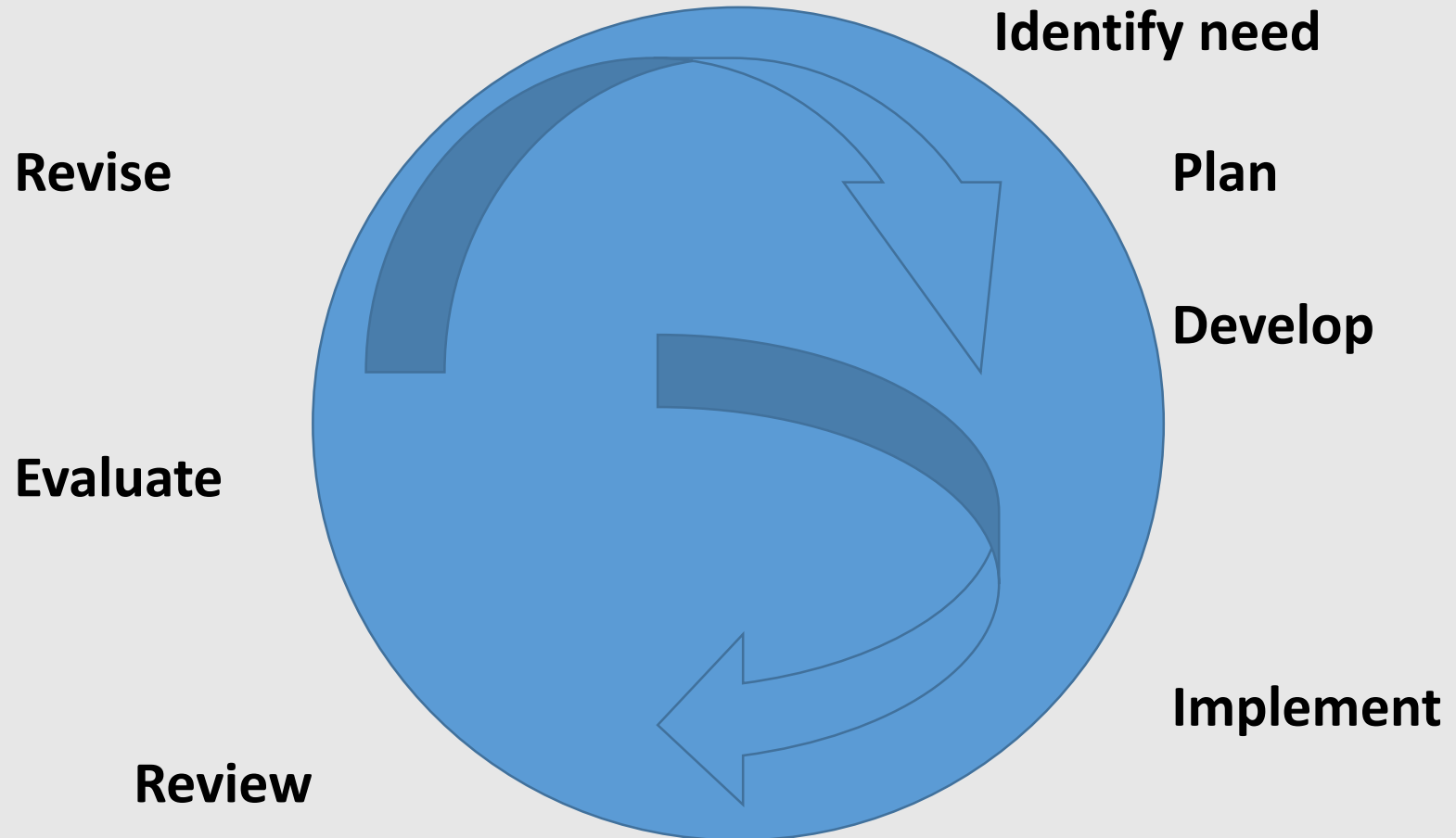


**JOB ROLE: The Assessment Coordinator** is responsible for the effective and efficient delivery of all functions associated with the design, development, delivery and reporting of assessments. This is an operationally-focused role and requires a project management approach. The Assessment Coordinator will develop and maintain effective working relationships with the employing body's external and internal customers: certifying bodies (eg SSCs) and TPs as well as with Assessment Professionals - employed or contracted. The Assessment Coordinator will support the Head of Assessment in fulfilling the self-evaluation requirements of the NQAF.

**(Refer to detailed Functions in Workbook)**

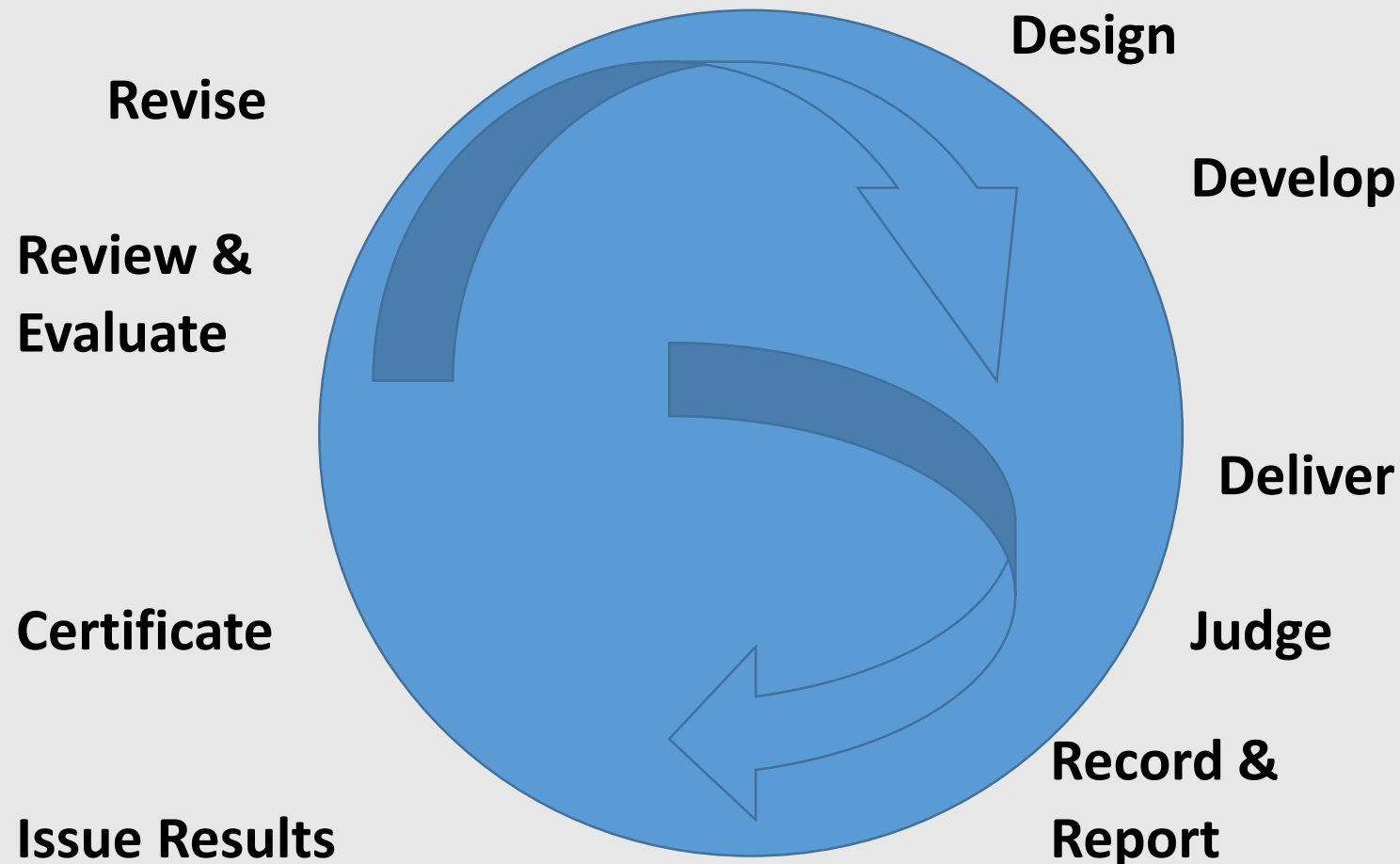
# The Role of the Assessor & other key Assessment roles in the NSQF (5)

## Quality-Assured Lifecycle (The NQAF)



# The Role of the Assessor & other key Assessment roles within the NSQF (6)

## Assessment Lifecycle for an NSQF qualification



## Other NSQF Assessment Roles (1)

- **JOB ROLE: The Head of Assessment** takes the lead in an assessment/certifying body for its assessment policy and practice. Given the responsibilities and accountabilities held, this is a senior role reporting to the CEO/MD equivalent. The role is both inward and outward facing as the job-holder is also responsible for meeting norms set down by national policy with regard to assessment.

*(It is understood that the individual fulfilling this role may also be responsible for business development and external stakeholder engagement as well as other senior management accountabilities)*

## Other NSQF Assessment Roles (2)



**JOB ROLE: The Assessment Designer** plays a critical role in the assessment lifecycle by determining at the outset that the assessment strategy is fit for purpose with regard to the Qualification File and that the assessment tools to be developed and deployed assess what is intended to be measured and recorded as successful learning outcomes. The job holder is also required to provide guidance documentation for Assessment Developers in their development of the specified assessment tools. The Assessment Designer will provide guidance on what contingencies might be required in the event of the stipulated approach to assessment being put at risk. As an assessment professional, the Assessment Designer will make a considerable contribution to the advancement of assessment expertise by engaging in regular validity & reliability reviews.

## Other NSQF Assessment Roles (3)

**JOB ROLE: The Assessment Developer** plays a key role in assessment by developing tools in line with the specified assessment strategy. The job holder is required to provide comprehensive guidance documentation for use by Assessors, TPs and candidates to ensure the delivery and reporting of assessments are in accordance with expectations. As an assessment professional, the Assessment Developer will make a considerable contribution to the advancement of assessment expertise by engaging in regular validity & reliability reviews.

# The Role of the Assessor & other key Assessment roles in the NSQF



## RECAP

### Learning Outcomes

At the end of this session you will know:

- The expectations of your role
- How this role fits into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How your role fits into **the NSQF**
- The scope of **the NQAF**



At the end of this session you will know:

- The features of outcomes-based training & assessment
- The roles and functions of other Assessment Professionals
- The outcomes-based framework for Assessment Professionals
- The outcomes-based framework for own role

## TASK TWO

In 15 mins

In three groups, using the flip chart paper provided, note:

- What does **being competent** in a job role mean
- In TVET, who should **decide what is competence**
- To certificate someone as competent, what does that mean for:
  - **How the person's trained**
  - **How the person's assessed**
- What are the **major differences** between competence-based/outcomes-based training and assessment and traditional syllabus-based training & assessment
- Stick completed papers to the window/wall

Differences between outcomes-based training & assessment & traditional syllabus-based training & assessment

- **Transparency** of the knowledge, understanding & skills required in the form of **standards** v list of content
- **Flexible**
- **Progression** opportunities signposted
- **Students assessed against the standards NOT each other**
- Result is a **competent/not-yet competent** outcome v scale or %
- Allows for **100% achievement by batch** v rank ordering
- Places onus on **trainers as assessors** v end test/s only
- Allows for **greater diversity of evidence** of competence v end test limitations

# Outcomes-based Assessment Practice in the NSQF – as of now



- Current practice - end tests: theory and practical/viva
- Weak reliability and validity
- Weak links between training, learning and assessment
- Use of marks compromises ability of assessment to reflect practice in the workplace
- Minimum recognition of assessment as an area of expertise and professionalism

THE CASE FOR CHANGE.....

# Strengthening assessment practice to build confidence in NSQF qualifications



## Areas under attention:

- **Assessment strategies** (how students' performance across the whole of the qualification is to be assessed)
- **Assessment criteria** (standards of performance as required by those informing the development of the qualification)
- **Development of Assessment Tools** (using the body of assessment knowledge & expertise that exists to build rigour into the system)
- **Training of Assessment Personnel & Trainers as Assessors** (building professionalism into the sector)

# Assessment focus of the India-EU Skills Development Project



**Widen the evidence base** of candidate achievement beyond final, summative assessment – the use of logbooks/workbooks

**Review assessment strategies** to ensure the required range of student performance is assessed

**Review assessment criteria** to ensure they reflect the required standards of performance as defined by those informing the development of the qualification

**Build rigour into the development of Assessment Tools** based on international practice & expertise

**Develop generic training for Assessment professionals & Trainers as Assessors**

**Facilitate the development of a community of Assessment Professionals**

# Improving practice by professionalizing the role of Assessment Practitioners who...



- Lead in assessment policy & practice
- Accountable for meeting norms & quality requirements laid down nationally (NQAF)
- Design assessment strategies in line with purpose of Qualification
- Design & develop assessment tools in line with assessment strategy
- Ensure consistent delivery of assessments when making professional judgments of learners' performance
- Maintain highest levels of personal integrity
- Commit to continuous professional development

# The different roles played by Assessment Professionals in the NSQF



- Head of Assessment
- Lead Assessor
- Assessment Coordinator
- Assessment Designer
- Assessment Developer
- Assessor

*(Refer to Workbook for the detailed Job Descriptions of each role)*



# Developing the professionalism of Assessment & Assessment Professionals via outcomes-based training



- Draft standards (NOS) for Assessment-related roles
- The India-EU Skills outcomes-based framework for Assessment-related roles – as a primer for the NOS

*(See the separate documents comprising the draft NOS for Assessors & Lead Assessors, the India-EU Skills Outcomes-based Framework and the Mapping of one to the other )*

# Core Outcomes-Based modules for **ALL** Assessment Professionals



## **Apply the Principles of Assessment**

- Reflect the principles of assessment in own practice
- Contribute to candidates' achievement of valid and reliable outcomes in line with pre-determined standards of performance
- Align practice to organizational assessment system requirements

## **Work effectively within the quality-assured requirements of the NQAF**

- Follow systems, procedures and processes in line with organizational and/or national requirements
- Participate in standardisation, review and improvement activities
- Commit to on-going professional development

# Role specific outcomes-based training module for **Assessors**



## **Carry out assessments in line with Organisational Requirements**

- Prepare for, assess and report on candidate performance in line with pre-determined standards of performance
- Engage in standardization activity both pre- and post-assessment
- Perform role in a manner that contributes to the enhanced status of Assessment Practitioners

- **Recap**

At the end of this session you will know:

- The features of competence-based training & assessment
- The roles and functions of other Assessment Professionals
- The outcomes-based framework for Assessment Professionals
- The outcomes-based framework for own role

# Assessment Professionals' Core Competence

## Apply the PRINCIPLES OF ASSESSMENT



At the end of this session you will be able to:

- Reflect the **Principles of Assessment** in own practice
- Contribute to candidates' achievement of **valid & reliable assessment outcomes** in line with pre-determined standards of performance
- Align practice to organisational **assessment system requirements**

# Helpful definitions...(1)

According to the NSQF notification....

.....a **qualification** is

‘ a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards’

## Helpful definitions...(2)

### **Assessment**

Assessment is a *process* of measurement. Evidence is gathered and *judged/evaluated* by an *Assessment Practitioner* to decide whether an individual has *achieved* the *given standard*

## Helpful definitions...(3)



### **Standard** (in the context of assessment)

An assessment standard describes what a learner who achieves the standard knows, understands and can do.



## Helpful Definitions..(4)

### **Certification**

Certification is the overarching process whereby an individual receives the *formal outcome* of a quality assured and quality controlled sequence of activities confirming his/her *achievements* against the *standards* of a particular qualification.

# Assessment uses vary according to their purpose

- Diagnostic
- Formative
- Summative

# Assessment tools/methods

- Observation
- Practical assessment
- Witness/third-party evidence
- Oral and/or written questioning
- Simulation
- Course Work
- Assignments/Reports/ projects
- Professional discussion
- Evidence of own work from the workplace

# Design a Formative Assessment



## **TASK THREE**

### **In 15 mins**

In groups, using flip chart paper provided, you are to prepare a formative assessment of me as a trainer.

Note down:

- What are the steps you'd need to go through to be able to do this? (Think of the Assessment Lifecycle)
- What assessment tools would you use and why?
- What would you do with the assessment decision you made?
- Stick the flip chart paper onto the window/wall

# Questions to whole group

- What makes an assessment ‘valid’ or ‘fit for purpose’?
- How do I know that your assessment decision would be the same tomorrow or next week or next year?
- How do I know that your assessment decision would be broadly the same as the decision taken by another group of assessors?
- How could we make an assessment of this kind scalable?
- Would it be feasible for everyone and anyone to be assessed in this way?
- How do I know that your assessment decision has not been influenced by other factors, eg nationality, gender, age, status?

# Principles of Assessment

- Validity
- Reliability
- Comparability
- Manageability
- Accessibility
- Transparency

# Reflecting the Principles of Assessment in your Role as Assessor



## TASK FOUR

**In 10 mins**

Working on your own, using flip chart paper provided,

- Write down the **main functions** in your role.
- Against each function, write down the Principles of Assessment that **must** be reflected in how this is carried out.
- Give **three** examples of how you might reinforce the Principles of Assessment when carrying out your role
- Stick the flip chart paper on the window/wall

# The QP & Assessment Body role in supporting Principles of Assessment



Looking to the future:

NSQF – Qualification File: an improvement on the QP

NQAF – Implications for Qualification Developers

NQAF – Criteria for accreditation of Assessment Bodies



# Assessment Professionals' Core Competency - Apply the PRINCIPLES OF ASSESSMENT



## Recap

At the end of this session you will be able to:

- Reflect the **Principles of Assessment** in own practice
- Contribute to candidates' achievement of **valid & reliable assessment outcomes** in line with pre-determined standards of performance
- Align practice to organisational **assessment system requirements**

# The NSQF & NQAF & their impact on QPs, Assessment Bodies & Assessment Professionals



At the end of this session you will have:

- An overview of the NSQF and the NQAF
- An understanding of the implications of both on the work of Assessment Bodies & Assessment Professionals

# Introduction to National Skills Qualifications Framework (NSQF)



NATIONAL SKILL DEVELOPMENT AGENCY  
GOVERNMENT OF INDIA



**Skill India**  
कौशल भारत - कुशल भारत

# Introduction

- The National Skill Development Agency (NSDA) was notified through a gazette notification dated 6th June, 2013. NSDA is an autonomous body of [Ministry of Skill Development and Entrepreneurship](#), which will coordinate and harmonize the skill development efforts of the Government and the private sector to achieve the skilling targets of the 12th Plan and beyond and endeavour to bridge the social, regional, gender and economic divide.

# Functions as per National Policy on Skill Development 2015

- Operationalize and **implement NSQF**
- Establish and operationalise **QA framework** embedded in NSQF
- **Operationalize National Skills Qualification Committee (NSQC)**
- Design and implement **National Labour Market Information System**
- Develop national protocols for registration and accreditation of private training providers.
- **Promote use of 'Skill India' logo**
- Anchor Prime Minister's Skill Development Fellow Programme
- **National Skills Research Division (NSRD)**, under NSDA will be established to serve as the policy Think Tank for MSDE

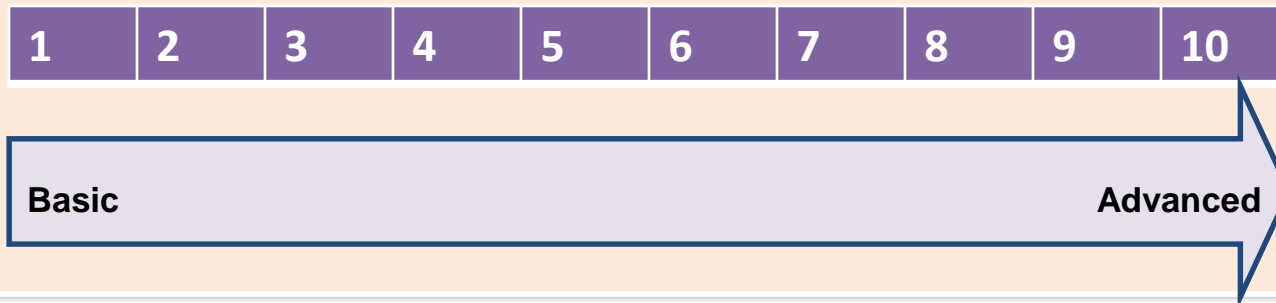
# National Skills Qualification Framework

- In the light of the **National policy on skill development, 2009** India recognized the need for development of a National Qualification framework to **transcend both general and vocational education in training**
- In the absence of a central organization to do this individual ministries started working on development of a framework:
- M/o LE: NVQF
- M/o HRD: NVEQF
- Realizing need for unified framework, the inter ministerial committee decided to form a National Skill Qualification Framework from the work already done by the two ministries
- In pursuance of the decision of the cabinet committee on skill development in its meeting held on 19<sup>th</sup> December 2013, the National Skill Qualification Framework was **notified on the 27<sup>th</sup> December 2013**
- **NSDA was mandated to anchor and operationalize the NSQF** and to ensure that quality and standards meet sector specific requirements

# National Skill Qualification Framework (NSQF)

- Notified on 27<sup>th</sup> December 2013
- Quality Assurance Framework for skills training
- Nationally integrated **Competency-based** Framework
- Organizes qualifications according to a series of levels of knowledge, skills and aptitude in 10 levels

## National Skill Qualification Framework (NSQF)



# NSQF: Implementation

- The NSQF is anchored in the National Skill Development Agency, and will be implemented through the National Skills Qualification Committee (NSQC). NSQC approves the Qualifications submitted by various agencies like NCVT, SSC or any other awarding body. Approved Qualifications become part of the Qualification Register.



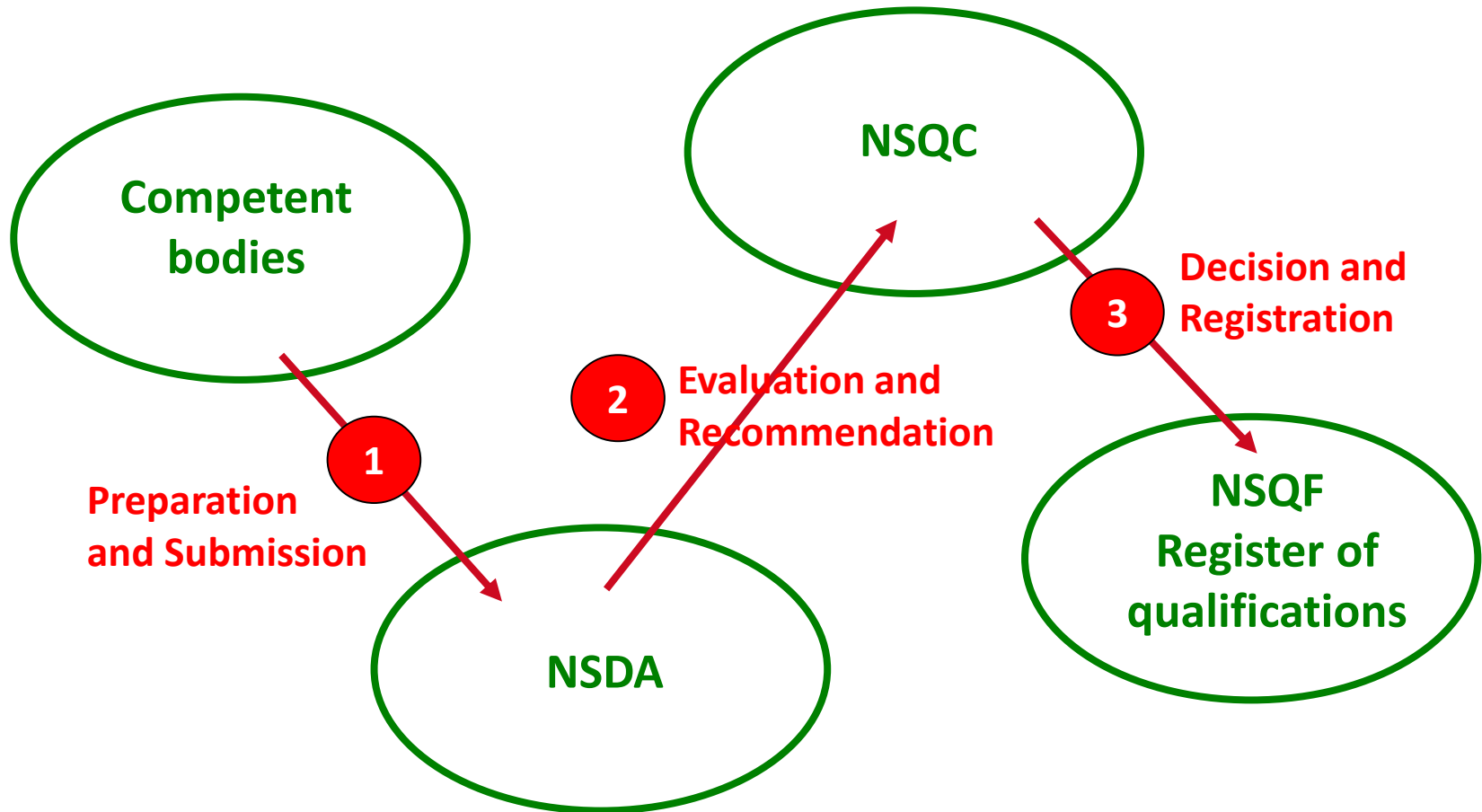


# National Skills Qualifications Committee (NSQC)

NSQF is anchored in the NSDA and is operationalised through the NSQC:

1	Chairman, NSDA	Chairman
2	Secretary, Ministry of Skill Development & Entrepreneurship	Vice-Chairman
3	Secretary, Dept. of School Education & Literacy, MHRD	Member
4	Secretary, Dept. of Higher Education, MHRD	Member
5	Secretary, Ministry of Labour & Employment	Member
6	Member Secretary, NITI Aayog	Member
7	Mission Directors, from three SSDMs (by rotation)	Members
8	Director General, NSDA	Member Secretary
<b>Sectoral Representatives for each sector*:</b>		
9	Secretary, Administrative Ministry	Member
10	Chairman/CEO of the concerned Sector Skill Council(s)	Member(s)
11	Heads of all relevant Regulatory Bodies	Members
12	Heads of two training institutions (1 Govt. & 1 private)	Members
13	Any other person/agency relevant for the sector	Member

## NSQF Alignment : A 3-STAGE PROCESS

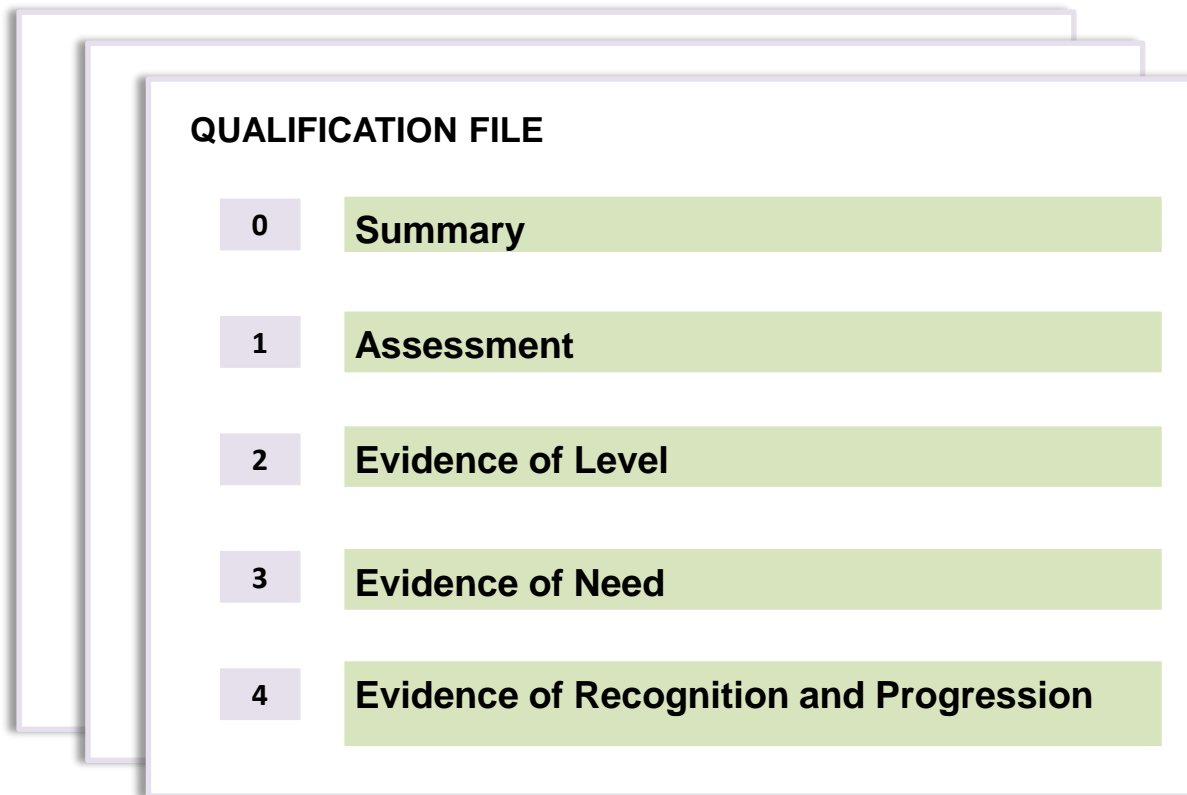


# Qualification File

## What is a Qualification File?

A QF is the template designed to capture necessary information to establish NSQF compliance for a Qualification

## A Qualification File has 5 sections



# Major NSDA Activities

- Underpin NSQF through **National Quality Assurance Framework**. Four Manuals out for comments, drafts of three more to be shared soon. **Registration of NSQF Qualification and Auditor's Manual** out for comments
- Initiatives on **Recognition of Prior Learning** underway in order to lay basis for an RPL policy
- Labour Market Information System (LMIS)
- National Qualification Register
- National Skills Research Division (NSRD)
- Credit system underway

# Thank You

Yogita Daulatani, Consultant, NSDA

[yogitad.nsa@gov.in](mailto:yogitad.nsa@gov.in)

# The National Quality Assurance Framework



The purpose of the NQAF is to quality assure processes, procedures & outcomes to ensure that NSQF qualifications, assessment and programme delivery produce graduates who productively meet industry's current and future skill needs

# The NQAF Manual for A/Bodies



**The NQAF** aims to improve the quality of all education & training/skills programmes in India

It provides the benchmarks or *quality criteria* that different organisations in the system *must* meet in order to be accredited to provide government-funded activity

It is supported by Manuals providing guidance for different groups:

- Training/Education Institutions

- Assessment Bodies*

- Auditors

- Risk Assessment

- Industry Bodies

- National and State Level Bodies

and a Manual for registering NSQF qualifications & materials

# Quality Criteria for NQAF Accredited Assessment Bodies (1)



## **Features of NQAF-Accredited Assessment Bodies**

- Clearly defined assessment policies and systems that are embedded and owned by management
- Demarcated roles and responsibilities for employed and contracted Assessment Practitioners
- Commitment to the on-going professional development of permanent and contractual employees.
- Assessment practice, wherever it takes place, adheres to the NSQF Principles of Assessment
- Provision made for assessment decisions to be appropriately documented, recorded and issued and that responsibility and accountability for such decisions are transparent
- Support for Assessment Professionals to achieve qualifications with opportunities for career progression
- Commitment to continuous review & improvement



# Quality Criteria for NQAF Accredited Assessment Bodies (2)

## The Quality Criteria:

- Staff Resources
- Staff Induction & Development
- Management of Quality
- Physical Resources
- Organisational Structure & Management
- Administrative Systems
- Management of Assessment Practice
- Recording of Assessment Outcomes
- Complaints, Appeals & Malpractice
- Effective Stakeholder Liaison

# The NSQF & NQAF & their impact on QPs, Assessment Bodies & Assessment Professionals



## **Recap**

At the end of this session you will have:

- An overview of the NSQF and the NQAF
- An understanding of the implications of both on the work of Assessment Bodies & Assessment Professionals

## Recap of today's Programme

- Session One: Welcome & Introductions
- Session Two: The Role of the Assessor & other key Assessment roles in NSQF qualifications
- Session Three: Outcomes-based Training & Assessment
- Session Four: Assessment Professionals' Core Competency – Apply the Principles of Assessment
- Session Five: The NSQF & NQAF and their impact on QPs, Assessment Bodies & Assessment Professionals

## **Recap of today's programme**

- Areas of doubt?
- Areas requiring attention/further discussion
- Confidence to take the contents and train others?

## **Overview of Day Two**

### **Home work**

- Revisit the contents of the Workbook for the day's programme.
- Think about how you can take this learning into your practice.
- Make a note of actions/resolutions

**Thank you for all your hard work**

# Tomorrow's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Assessment Professionals' Core Competency – Work Effectively within the Requirements of the NQAF
- Session Three: Carry out Assessments in line with organisational requirements
- Session Four: Standardisation, Review & Improvement
- Session Five: The Assessor as an Assessment Professional: Attitudes & Behaviours
- Final Session: Tying it all together
- Award of Certificates & Photographs

## **Recap of today's programme**

- Areas of doubt?
- Areas requiring attention/further discussion
- Confidence to take the contents and train others?

## **Overview of Day Two**

### **Home work**

- Revisit the contents of the Workbook for the day's programme.
- Think about how you can take this learning into your practice.
- Make a note of actions/resolutions

**Thank you for all your hard work – see you at 9.30am  
SHARP!**

# The India-EU Skills Development Project



## Training for Assessment Professionals: Assessors

Isabel Sutcliffe

SSTE Assessment, Learning & Certification

Lead Assessor & Assessment Coordinator Training  
NSDA. March 2016

# Today's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Assessment Professionals' Core Competency – Work Effectively within the Requirements of the NQAF
- Session Three: Carry out Assessments in line with organisational requirements
- Session Four: Standardisation, Review & Improvement
- Session Five: The Assessor as an Assessment Professional: Attitudes & Behaviours
- Final Session: Tying it all together
- Award of Certificates & Photographs



# Reflections, Challenges & Opportunities



## In 10 mins

- Think about yesterday's training &, using the Post-Its provided, place on the headed Flip chart paper:
  - **Three challenges** that the training presents to you in your role
  - **Three opportunities** that the training gives you in your role

# Assessment Professionals' Core Competency – Work effectively within the requirements of the NQAF



At the end of this session you will be able to:

- Follow systems, procedures & processes in line with organisational and/or national requirements
- Participate in standardisation, review & improvement activities
- Commit to on-going professional development

# NQAF Quality Criteria: Centrality of Principles of Assessment & Assessment Lifecycle & Implications for Job Roles (1)



## The Quality Criteria:

- Staff Resources
- Staff Induction & Development
- Management of Quality
- Physical Resources
- Organisational Structure & Management
- Administrative Systems
- Management of Assessment Practice
- Recording of Assessment Outcomes
- Complaints, Appeals & Malpractice
- Effective Stakeholder Liaison

*(Refer to the Workbook for the draft Quality Criteria for NQAF Accredited Assessment Bodies)*

# NQAF Quality Criteria: Centrality of Principles of Assessment & Assessment Lifecycle & Implications for Job Roles (2)



- **TASK ONE**
- **In 20 mins**
- In groups, using the flip chart paper provided:
  - Annotate the given Assessment Lifecycle to show where you make an active contribution in carrying out your role as Assessor
  - List those activities/functions that you carry out or are responsible for that:
    - Should be **Quality Assured**
    - Should **reflect the Principles of Assessment**
  - List those activities/functions that:
    - Should be **standardised**
    - Should be supported by **formal review & evaluation**
  - Identify those activities/functions for which you'd like **more support/training**
  - Stick the completed flip chart papers on to the window/wall

# Assessment Professionals' Core Competency – Work effectively within the requirements of the NQAF



## Recap

At the end of this session you will be able to:

- Follow systems, procedures & processes in line with organisational and/or national requirements
- Participate in standardisation, review & improvement activities
- Commit to on-going professional development

# Assessor Competency: Carry out Assessments in line with organisational requirements



- At the end of this session you will know how to:
  - Prepare for, assess and report on candidate performance in line with pre-determined standards of performance
  - *Engage in standardisation activity both pre- and post-assessment*
  - Perform role in manner that contributes to the enhanced status of Assessment Practitioners

# Assessor Competency: Carry out Assessments in line with organisational requirements



## TASK TWO

**(80 mins)**

Part One:

Build on the formative assessment developed yesterday. Develop this into a summative assessment **using the competence statements provided** & meet the requirement to use observation & oral questioning as the assessment tools.

Discuss **and note down** what would be required to ensure that:

- The assessments would be in line with the **Principles of Assessment**
- An **assessment decision** made by the three/four of you would be **the same**
- The **assessment results will remain safe and secure** at all times while in your possession

# Assessor Competency: Carry out Assessments in line with organisational requirements



## TASK TWO

### Part Two:

- Discuss each of the following and make a note of issues/questions/comments that arise from your discussion:
  - The **guidance /support** you require from the Assessment Body
  - The **preparation you should take prior to arriving** at the Assessment venue
  - The preparation you should take
    - **on arrival** at the Assessment venue and
    - **prior to the assessment** taking place
  - **How** you should **carry out the assessment**
  - **How** you should **record your findings**
  - The actions you should take to **complete the assessment session**
  - What you should do **prior to leaving** the Assessment venue
  - What you would be the **final action** required by you in your role as Assessor



# Assessor Competency: Carry out Assessments in line with organisational requirements



## **TASK TWO**

### Part Three:

- Finally, in your role as Assessors, discuss the key issues that arise from completing this exercise that you want to feedback to the whole group
- Make a note of these on the flip chart paper provided
- Stick the feedback from the entire exercise on to the window/wall

# Assessor Competency: Carry out Assessments in line with organisational requirements



## Recap

- At the end of this session you will know how to:
  - Prepare for, assess and report on candidate performance in line with pre-determined standards of performance
  - *Engage in standardisation activity both pre- and post-assessment*
  - Perform role in manner that contributes to the enhanced status of Assessment Practitioners

At the end of this session you will understand:

- the importance of standardisation in ensuring assessment outcomes are reliable and comparable

*(Note the reinforcement of the previous competency: Engage in standardisation activity both pre- and post-assessment)*

## **TASK THREE**

**In 60 mins**

- Work on your own to review the given standards and observation check list
- Whole group to discuss any clarification required ahead of assessment taking place
- Observe, record and make independent assessment decision of Presenter
- Guided discussion – with IS as Lead Assessor - to tease out the importance of the exercise in terms of reliability and comparability

## Recap

At the end of this session you will understand:

- the importance of standardisation in ensuring assessment outcomes are reliable and comparable

*(Note the reinforcement of the previous competency: Engage in standardisation activity both pre- and post-assessment)*

# The Assessor as an Assessment Professional: Attitudes & Behaviours (1)



At the end of this session, you will have considered:

- the attitudes and behaviours expected of Assessors
- How to support the **on-going professional development** of Assessors
- opportunities for **own continuing development** as an Assessor
- the importance of having a **community of Assessment Professionals**
- the **means by which** such a community might be established

# The Assessor as an Assessment Professional: Attitudes & Behaviours (2)



## TASK FOUR

**10 mins**

Working in pairs and using the flip chart paper provided:

- Give **three words** to define the attitudes/behaviours of all Assessment Professionals
- Give **three words** to describe how Assessors should carry out their work
- Give **three statements** which could form the core of an Assessor Code of Practice
- Stick the flip chart paper to the window/wall

# The Assessor as an Assessment Professional: Attitudes & Behaviours (3)



## TASK FIVE

**15 mins**

- In groups, discuss the following questions:
  - How do we raise the profile & sense of worth of Assessors & other Assessment Professionals?
  - What might be a career path for TVET Trainers and Assessment Professionals?
  - What would be the benefits of having a network of Assessment Professionals?
  - What would be the benefits of having a formal association of Assessment Bodies?
  - What role could YOU play in promoting the importance of assessment?
  - Note down the feedback
  - Stick the completed feedback sheets on the window/wall



# The Assessor as an Assessment Professional: Attitudes & Behaviours (1)



## RECAP

At the end of this session, you will have considered:

- the attitudes and behaviours expected of Assessors
- How to support the **on-going professional development** of Assessors
- opportunities for **own continuing development** as an Assessor
- the importance of having a **community of Assessment Professionals**
- the **means by which** such a community might be established

# Tying it ALL together

In this final session, we will:

- Revisit the learning
- Review one's perception of role as an Assessor
- Consider what to do with the learning
- Consider what changes can be made
- Reflect & give feedback on the training programme

# Tying it ALL together

## **TASK SIX**

**10 mins**

Working on your own or in pairs and using the template provided:

- Complete an Action Plan for your own use as a means of cascading the learning from this training session
- Post the Action Plan on the window/wall

*(Remember to take your Action Plan home with you)*

# Tying it ALL together

## TASK SEVEN

**10 mins**

Work on your own, using the coloured stickers provided:

- Visit the posted feedback sheets for yesterday and today
- Place a **‘happy’** sticker on feedback/outcomes that you found helpful
- Place a **‘not so happy’** sticker on feedback/outcomes that you found unhelpful

# Tying it ALL together

## TASK EIGHT

Working on your own:

- Revisit the Day One '**What I enjoy**' sheet – still the same?
- Revisit the Day One '**Least enjoy**' sheet – still the same?
- Revisit Today's '**Challenges**' sheet – still there?
- Revisit Today's '**Opportunities**' sheet – still relevant?
- Revisit Today's '**Areas of Doubt**' sheets- still got them?
- Take a look at the Action Plans....

# Tying it ALL together

## **Whole group discussion of feedback:**

- Do you enjoy your work? Will you enjoy it more?
- Have you got answers to those parts of the job you dislike? If not, what can be done?
- Do the challenges & opportunities remain as they were? What's changed?

# Over-arching objectives of the training



The purpose of the training session is to:

- Make you familiar with the NSQF Principles of Assessment and how these impact on your own role
- Make you familiar with the NQAF and its implications for your work and for that of both Assessment Bodies & Training Providers
- Make you aware of the Outcomes-Based training programme for Assessment Professionals
- Give you the opportunity to work towards the Core Modules for all Assessment Professionals as well as the Role-specific Module
- Put you in a position to gather evidence in readiness for the availability of NSQF qualifications based on NOS for Assessment Professionals
- Allow you to engage in a process to promote the importance of assessment in general, of Assessment Bodies & of Assessment Professionals in particular

# Tying it ALL together

## Final discussion of this training:

Each delegate to:

- Offer **one** new learning
- State what they enjoyed the most about the training
- State what they least enjoyed about the training

All delegates to:

- Suggest changes to the training programme
- Consider whether they'd volunteer to work with me



Almost the end!



## **AWARD OF CERTIFICATES & PHOTOGRAPHS**

Thank you for being a joy to work with!

Keep in touch.....**Isabelmsutcliffe@gmail.com...** and  
with each other.

**Good luck!**