



TRAINING FOR ASSESSMENT PROFESSIONALS

HEAD OF ASSESSMENT TRAINING PROGRAMME

15TH/16TH NOVEMBER, 2016

TASK BOOKLET

Name.....

Date.....

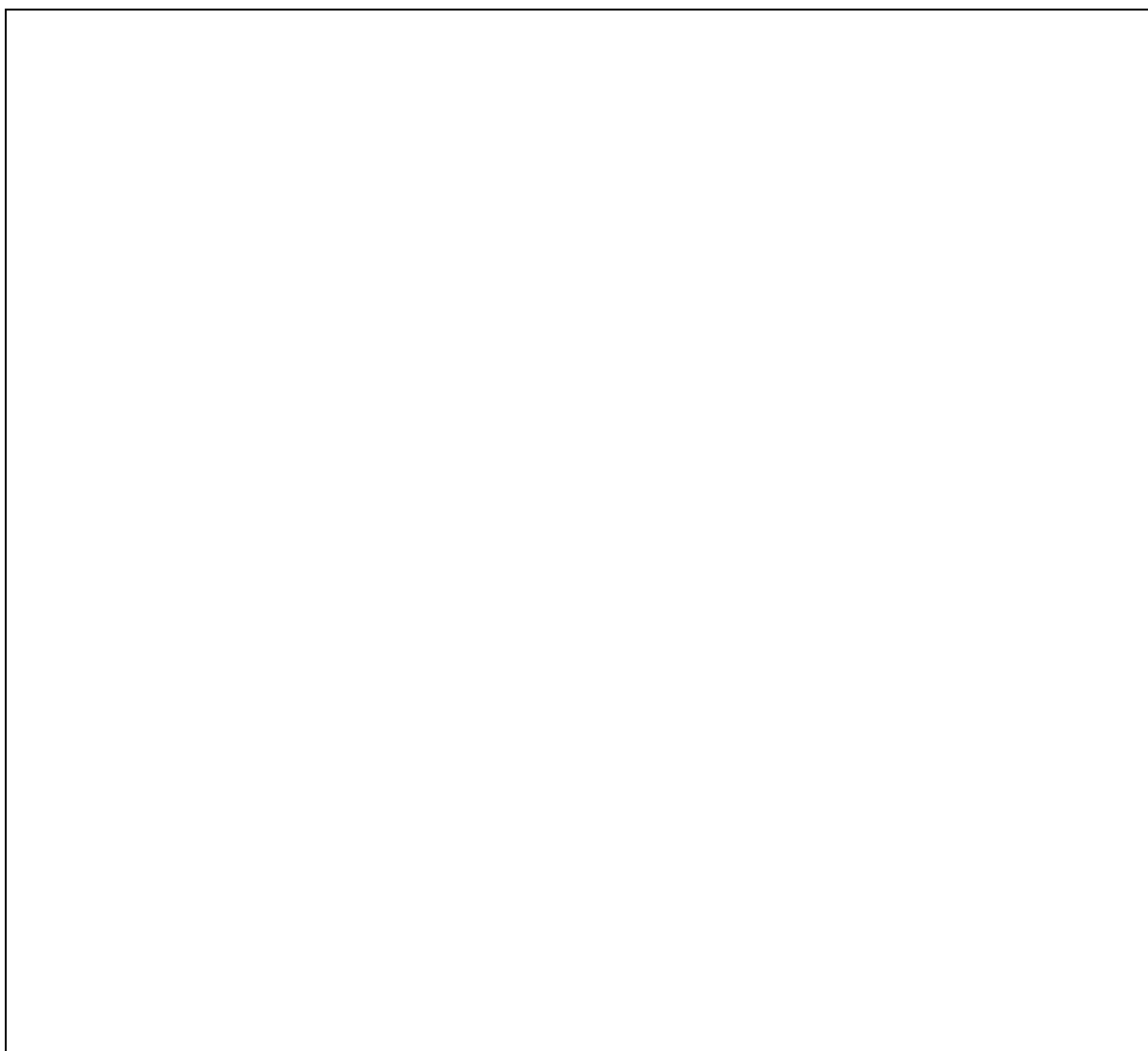
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➤ DAY ONE | TASK No. One

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**



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➤ DAY ONE | TASK No. Two

Working in groups:

1. **Review** the Quality Criteria and Suggested Evidence in the NQAF Manual for Level Accreditation
2. **Annotate** the Suggested Evidence column to indicate:
 - i) Evidence that is likely to be easily made available
 - ii) Evidence that is either missing or needs to be augmented
 - iii) There is no evidence
3. **Agree** which of the Quality Criteria/Evidence requirements might benefit from working collaboratively across the A/Body community to establish standards of practice
4. Finally **draw up** a plan of action

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➤ DAY ONE | TASK No. Three

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

- 1) What does **being competent** in a job role mean
- 2) In TVET, who should **decide what is competence**
- 3) To certificate someone as competent, what does that mean for:
 - a) **How the person is trained**
 - b) **How the person is assessed**
- 4) What are the **major differences** between competence-based/outcomes-based training and assessment and traditional syllabus-based training & assessment

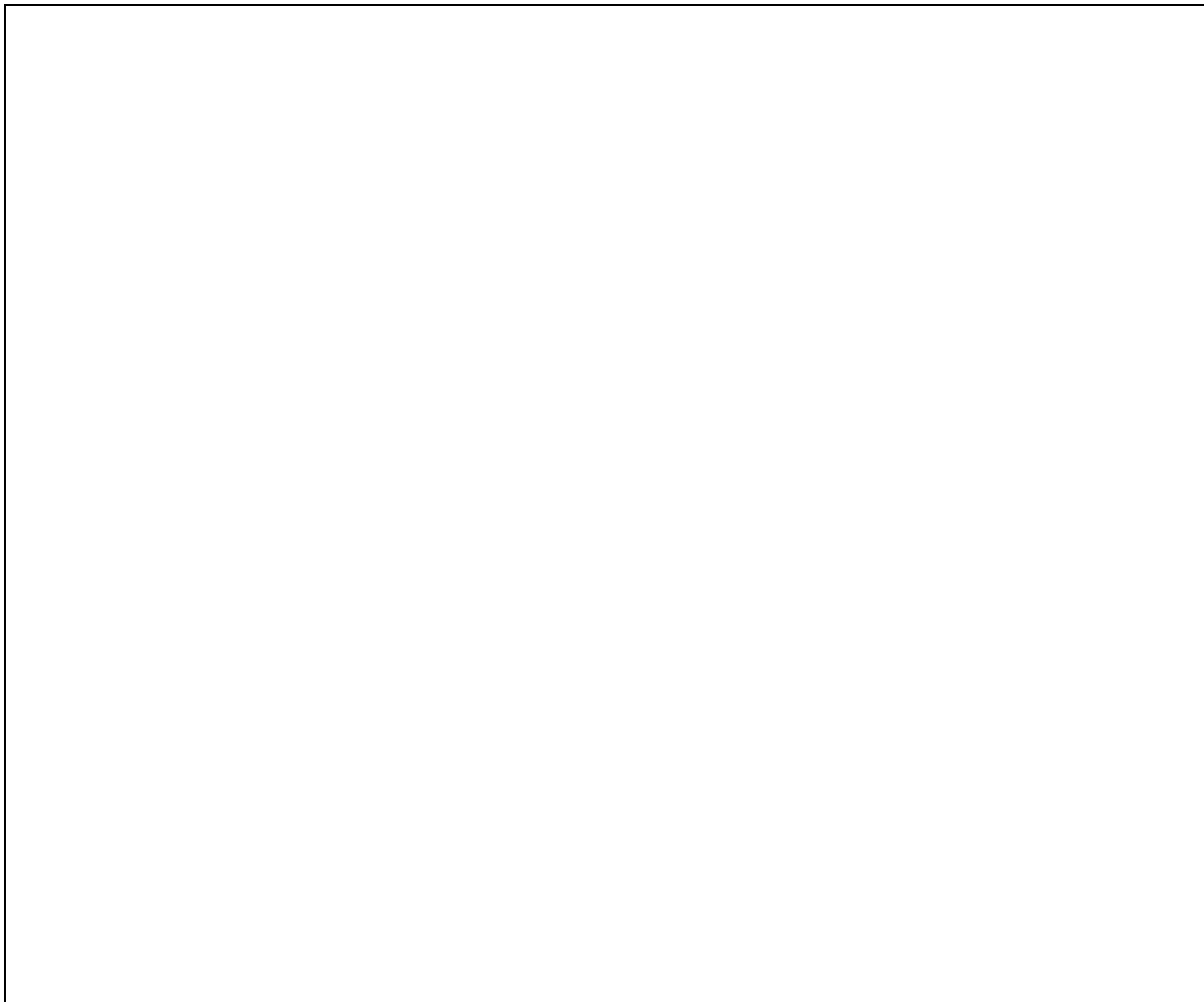
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➤ DAY ONE | TASK No. Four

Working on your own

- Refer to your Work Book.
- Read the Job Role Descriptor/s of relevance to your current role
- Consider the content of the Core Outcomes-Based Modules & the role-specific Modules
- Highlight those aspects of the JD & the training that are familiar to you
- Highlight those aspects of the JD & the training that are not



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➤ DAY ONE | TASK No. Five

Working with a partner, complete the given table to allocate the relevant NQAF Quality Criteria to each of the given stages of the Assessment Lifecycle.

Stage of Assessment Lifecycle	NQAF Quality Criteria
Design	
Develop	
Deliver	
Judge	
Report	
Confirm/Validate	
Issue Results	
Certificate	
Review & Evaluate	
Revise	

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➤ DAY ONE | TASK No. Six

In groups, using the flip chart paper provided:

1. Draw the Assessment Lifecycle in the box below and show where you make an active contribution in fulfilling your job role.
2. List those activities/functions that you carry out – or are responsible for – that should be Quality Assured and that should reflect the Principles of Assessment
3. List those activities that should be Standardised and those that should be supported by formal Review & Evaluation
4. Finally, identify activities/functions for which you'd welcome more support/training

Annotated Assessment Lifecycle

Function	Quality Assured (Think of how)	Principles of Assessment (Think of how to evidence)

Function	Standardised (How?)	Review & Evaluation (Ideas?)

Functions requiring further support/training

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➤ **DAY ONE | TASK No. Seven**

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

Note down:

1. What are the steps you'd need to go through to be able to do this? (Think of the Assessment Lifecycle)
2. What assessment tools would you use and why?
3. What would you do with the assessment decision you made?

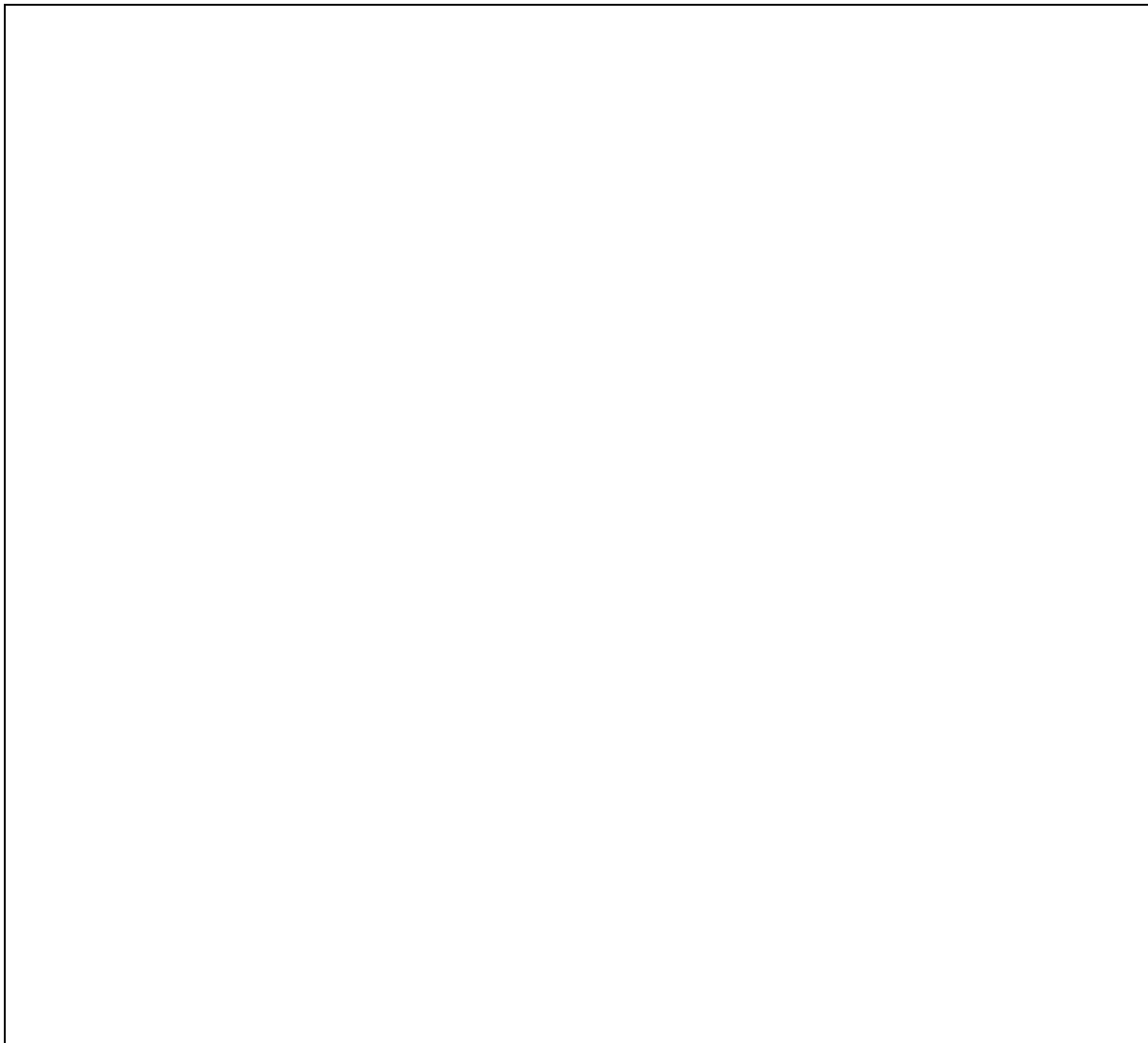
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Head of Assessment Training Programme

➤ DAY ONE | TASK No. Eight

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



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➤ DAY TWO | TASK No. One

In groups, you are to produce three Flow Charts:

- A flow chart to show the process by which assessment tools (and rubrics) are developed, reviewed & approved. (Flow chart ONE)
- Continue the flow chart to show how the assessment decisions/professional judgements made by Assessors will be standardised before the live assessment sessions (Flow Chart TWO)
- Continue the flow chart to show how recorded assessment decisions by Assessor/Training Provider will be checked & reviewed prior to the results being issued. (Flow Chart THREE)

Note the Principles of Assessment being reflected in Charts ONE, TWO & THREE

Indicate those parts of the Flow Charts subject to frequent/regular/intermittent audit



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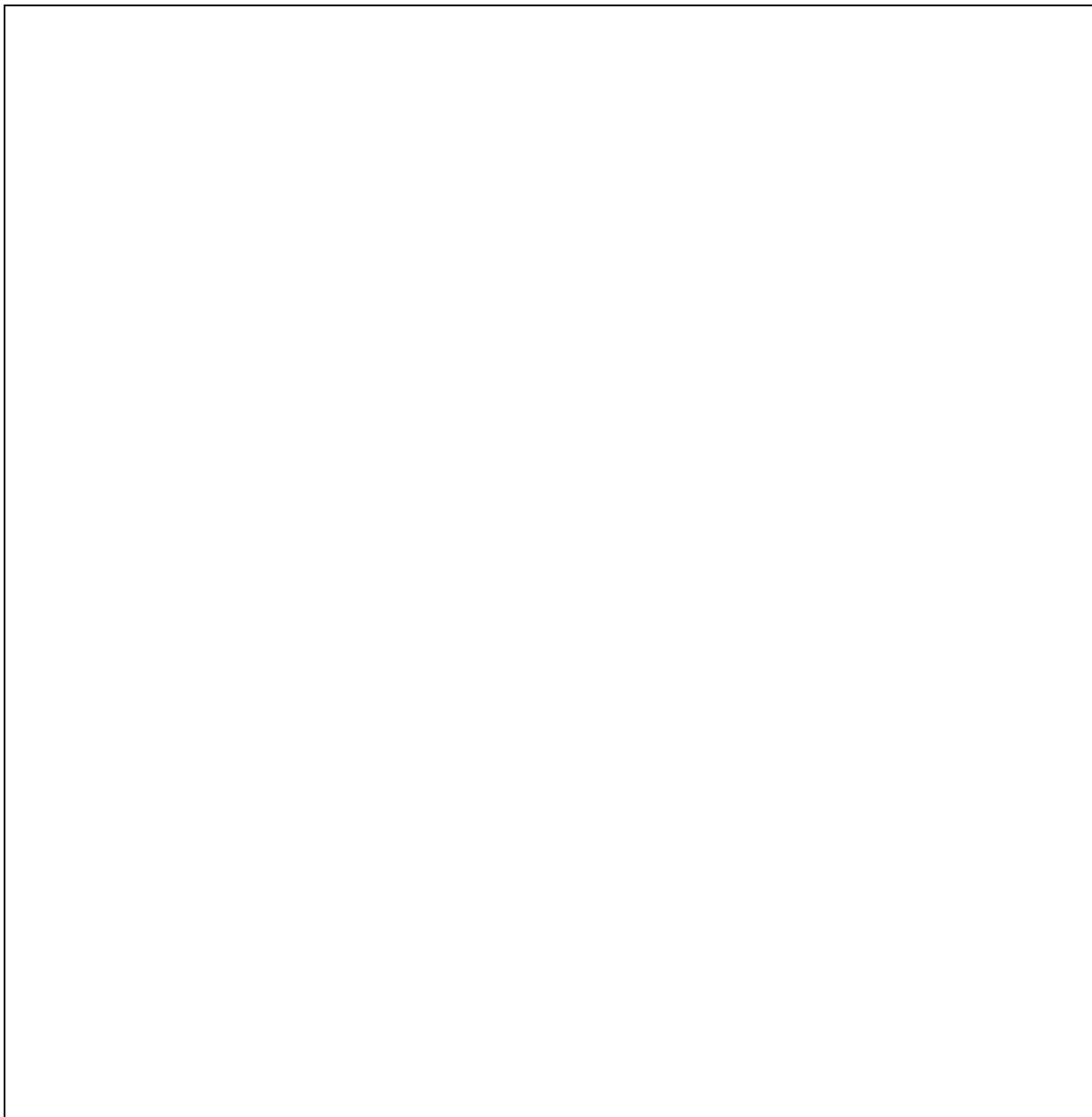
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➤ DAY TWO | TASK No. Two

Design a self-evaluation process for initial use and annual re-evaluation

Present the process by way of a **flow chart**.

Pay attention to the role & responsibilities of assessment personnel in this process and how best to achieve a culture of continuous improvement



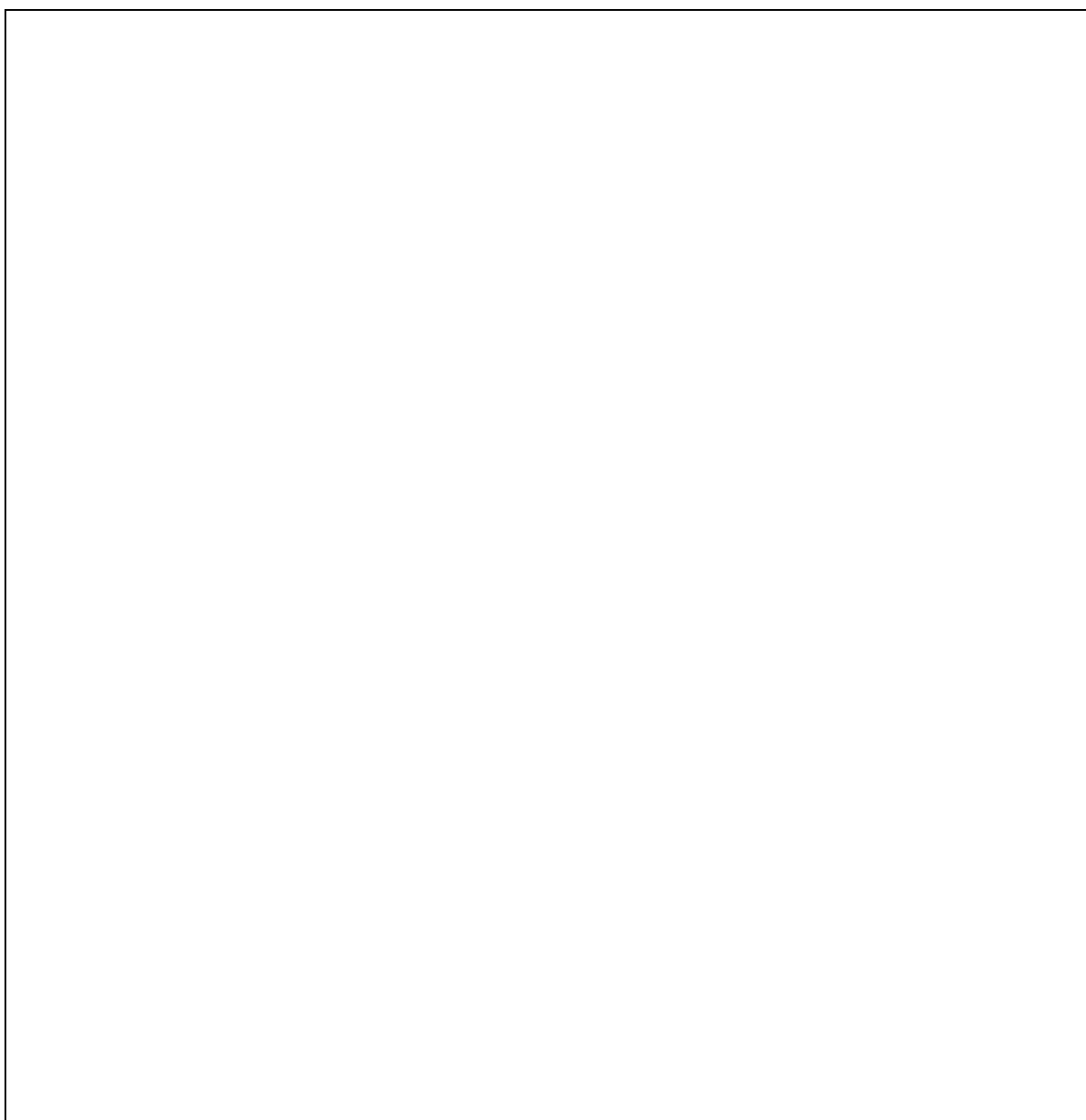
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Head of Assessment Training Programme

➤ **DAY TWO TASK No. Three**

Review the status of feedback from Task Two, Day one regarding the state of readiness, vis a vis evidence requirements against the NQAF criteria

Use this information to compile a Quality Improvement Plan (see the template attached)



1. Quality Improvement Plan Template

(Assessment Body name) agrees to undertake the following actions within the specified timeframe.

Quality Criteria & Objective to be addressed	Current Accreditation Rating	Improvement strategies & actions to be taken	Nominated person responsible for implementation	Signature	Date for completion
Signed (Name and Position) On behalf of (Organisation)				Signed by the (Lead) Auditor Name Date	

(Authorising Statement)

On behalf of (name of Assessment Body), I am aware that if the actions contained in this Quality Improvement Plan are not commenced and completed within the agreed timeframe then (name of Assessment Body) will forfeit its Accreditation and will not be eligible to use the terms associated with NQAF Accreditation or Skill India in any of its publicity materials.

I, the undersigned, will ensure (name of Assessment Body) acts in accordance with the guidelines and procedures detailed in the NQAF Accreditation of Assessment Bodies Manual when implementing the agreed improvements and understand that failure to do so will result in non-compliance, suspension and possible withdrawal of NQAF Accreditation

Name of Nodal Officer

Signature

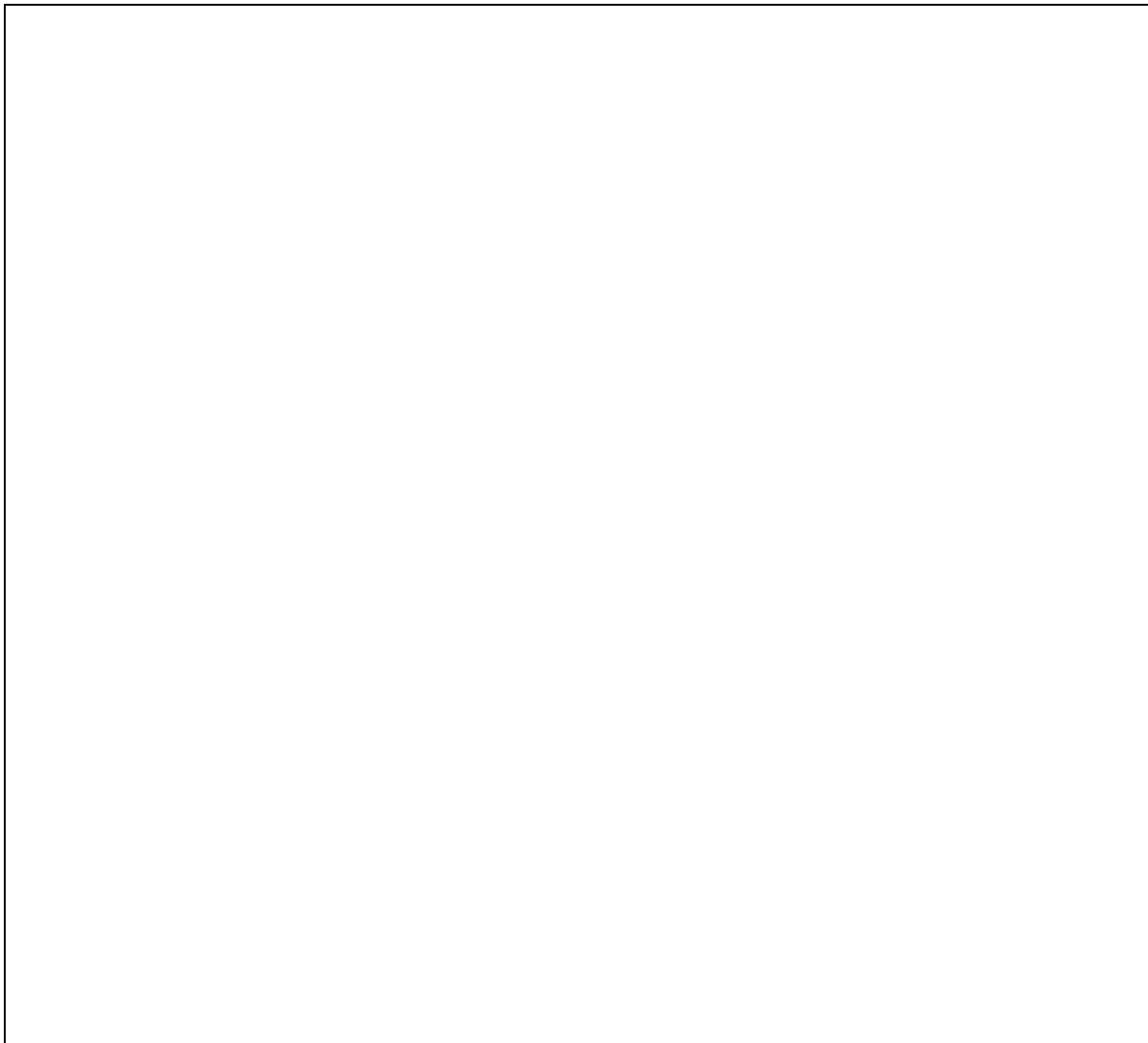
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Head of Assessment Training Programme

➤ DAY TWO | TASK No. Four

You will work in two groups: one to consider the Quality Criteria, **Innovative Use of Assessment** and one, **Evidence-Based Research & Development**.

- Consider the specification & the suggested evidence requirements for the allocated Quality Criterion
- Draw up an action plan of how to work to achieve the requirements, paying attention to the assessment personnel involved



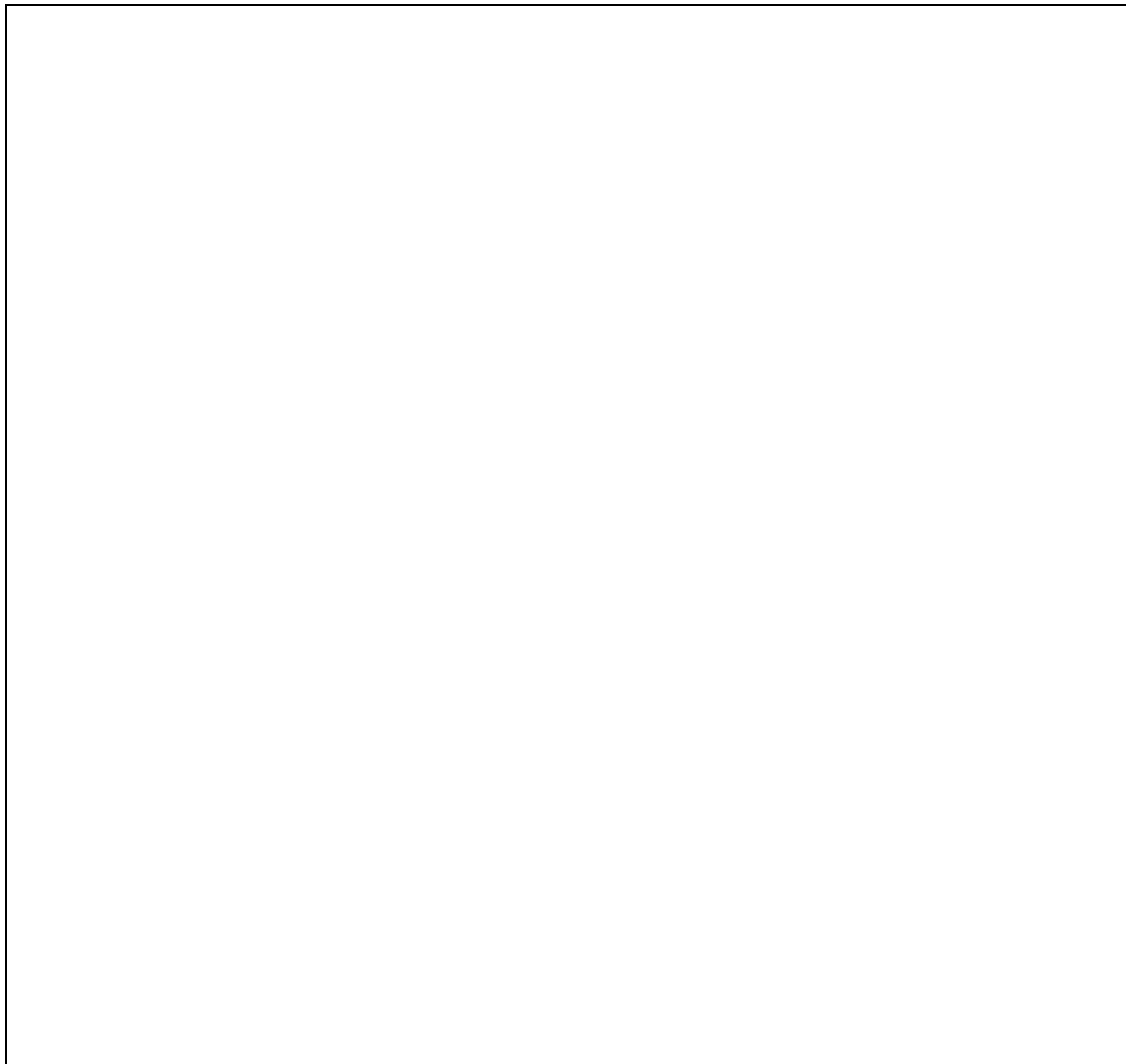
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Head of Assessment Training Programme

DAY TWO TASK No. Five

In groups:

- Level the General Manager NOS provided overleaf (using NSQF Levels)
- Design an outline Assessment Strategy for the NOS
- Indicate how you have satisfied yourselves that the chosen strategy is fit for purpose
- Note down the nature of the guidance needed for each of the following: assessment developers/training & educational institutions/assessors and candidates



This Unit has no status

Unit Code	
Unit Title (Task)	Undertake general management duties
Description	This unit is about general management duties in terms of financial management & planning, operational management, team & resource management
Scope	This unit/task covers the following Knowledge & Understanding (K&U) Financial reporting & accounting systems Budgeting processes Financial reporting Skills Advanced communication skills Delegation, task allocation, goal-setting Advice, guidance & mentoring Performance management
Performance Criteria(PC)	
Element	Performance Criteria
Manage budget and financial accountabilities	PC1. Demonstrate full understanding and knowledge of financial reporting and accounting systems within own remit PC2. Set high standards of financial probity for self and direct reports PC3. Provide regular financial reports in line with organizational requirements
Model high standards of management performance and behaviour	PC4. Ensure roles and responsibilities of co-workers are clearly defined PC5. Facilitate regular individual and cross-team debriefings and support processes PC6. Provide advice, guidance and mentoring support to colleagues PC7. Use targeted communication skills to build effective working relationships
Manage the allocation, progress and quality of work within own team	PC8 Practice consistency in delegation, work allocation and goal setting PC9 Encourage and support co-workers to take responsibility for own work and to assist each other in the fulfilment of required goals PC10 Provide feedback to co-workers to encourage, value and reward high quality work

TRAINING FOR ASSESSMENT PROFESSIONALS

Head of Assessment Training Programme

➤ DAY TWO | TASK No. Six

Working in the same groups as yesterday, build on the formative assessment developed for the attached Unit on Presentation Skills. Develop this into a summative assessment **using the assessment tools of observation & oral questioning.**

You will produce:

1. A Test Specification to show how the tools align with the NOS
2. An observation checklist for use by an Assessor + rubric
3. Four oral questions for use by an Assessor + rubric
4. Guidance documentation for:
 - a) The Training Provider/Education Institution registering the candidate/s
 - b) The Candidate/s
 - c) The Assessor

Discuss and note down what would be required to ensure that the assessments are in line with the Principles of Assessment

Note down how you would ensure the assessment decisions made by different Assessors would be broadly the same.

Unit of competence (without status)

Unit Title (Task)	Presentation skills
Description	This unit covers the knowledge, understanding and skills required to deliver an effective, interesting & time-bound presentation to others
Scope	<p>This unit/task covers the following:</p> <p>Knowledge & Understanding (K&U) Ordering & Linking information How to adapt vocabulary and visual aids to audience requirements Awareness of the importance of body language when presenting</p> <p>Skills Clarity of diction Effective use of body language Appropriate pace of delivery Effective listening Awareness of audience in delivery & in responding to questions Use of humour, as appropriate Time keeping</p>
Performance Criteria(PC)	
	Performance Criteria
	<ol style="list-style-type: none"> 1 Order & link information appropriately 2 Speak in a manner to aid understanding 3 Use vocabulary appropriate to the audience 4 Use positive body language: posture, eye contact, facial expression, gestures 5 Listen actively to others & respond accordingly 6 Show awareness of others' body language 7 Demonstrate effective time-keeping 8 Show maturity in use of humour

TRAINING FOR ASSESSMENT PROFESSIONALS

Head of Assessment Training Programme

➤ DAY TWO | TASK No. Seven

Working with a partner, reflect on the content of the training programme to this point and complete the Action Plan provided to show:

- How you intend to pro-actively give advice, guidance & support to your colleague Assessment Practitioners
- Opportunities for deploying the learning with external stakeholders in order to promote the importance of assessment

Action Plan for Knowledge Transfer & On-going Professional Support

What	Target Group	Timescale

TRAINING FOR ASSESSMENT PROFESSIONALS

Head of Assessment Training Programme

➤ DAY TWO | TASK No. Eight

Working with a partner, use the flip chart paper provided to:

- Give **three words** to define the attitudes/behaviours of all Assessment Professionals
- Give **three words** to describe how Heads of Assessment should carry out their work
- Give **three statements** which could form the core of an Assessment Professional Code of Practice

Activity	One word or statement	or One word or statement	or One word or statement
Defined attitudes/behaviours of Assessment Professionals			
Descriptions of how Heads of Assessment should carry out their work			
Ideas for an Assessment Code of Practice			