

The India-EU Skills Development Project



Training for Assessment Professionals: Heads of Assessment

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SSTE Assessment, Learning & Certification

Heads of Assessment Training NSDA. November 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 Modules
- 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 Two-Day Programme



- Day 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 chose to work in Assessment
 - 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 Head of Assessment & other key Assessment roles in NSQF qualifications
- Session Three: Meeting the NQAF Accreditation Criteria for Assessment Bodies
- Session Four: Linking NQAF Accreditation Criteria with Competency Standards for Assessment Professionals
- Session Five: Assessment Professionals' Core Competency: Work Effectively within the Requirements of the NQAF
- Session Six: Assessment Professionals' Core Competency: Apply the Principles of Assessment
- Final Session: Review, reflect & prepare for home work

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



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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 Head of Assessment & other key Assessment roles in the NSQF (2)



TASK ONE

10 mins

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 Head of Assessment & other key Assessment roles in the NSQF (2)



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)

(Refer to detailed functions in the Workbook)

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



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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 Head of Assessment & other key Assessment roles in the NSQF



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.**

The Role of the Head of Assessment & other Assessment roles in the NSQF



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.

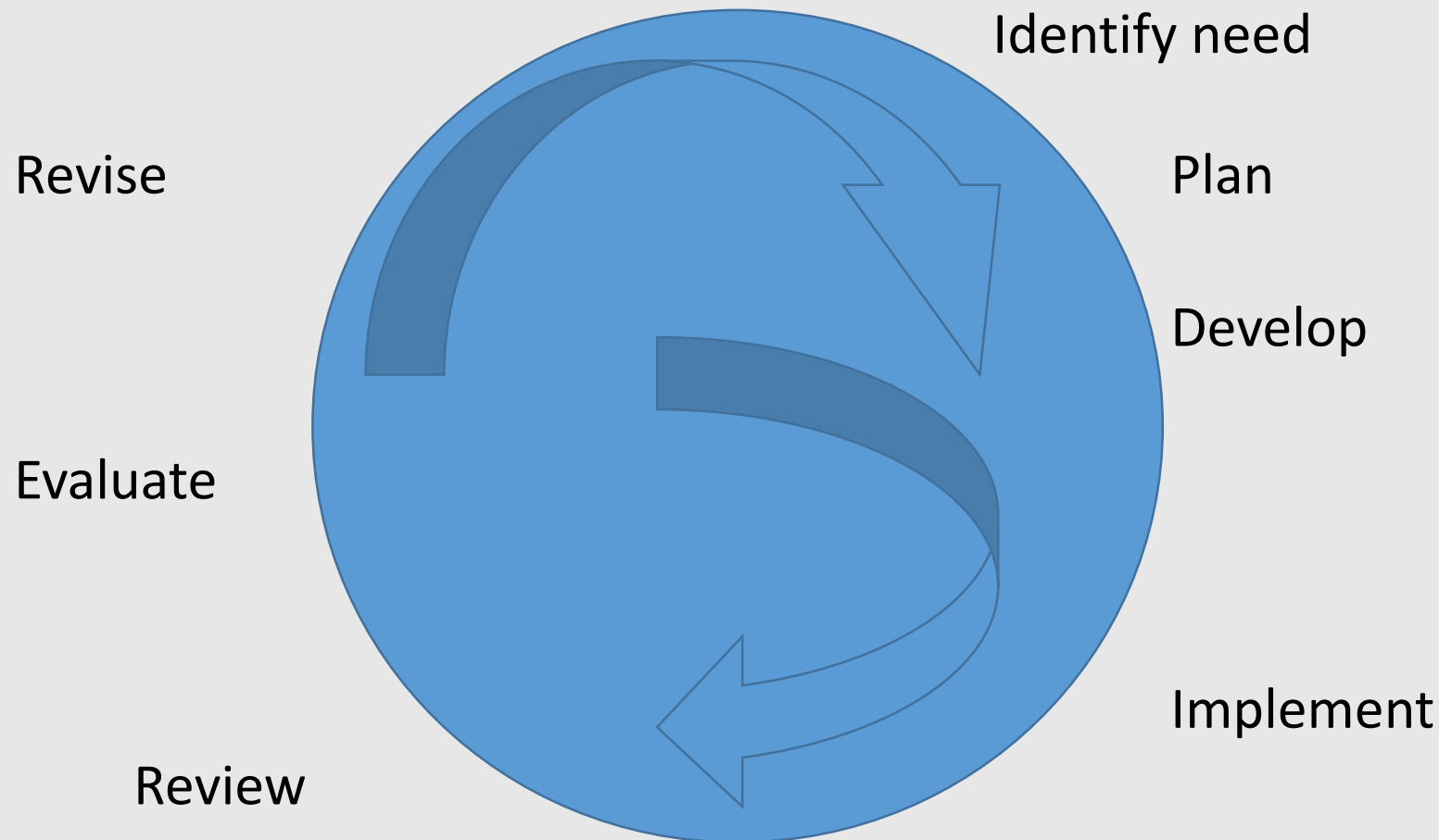
The Role of the Head of Assessment & other key Assessment roles in the NSQF



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.

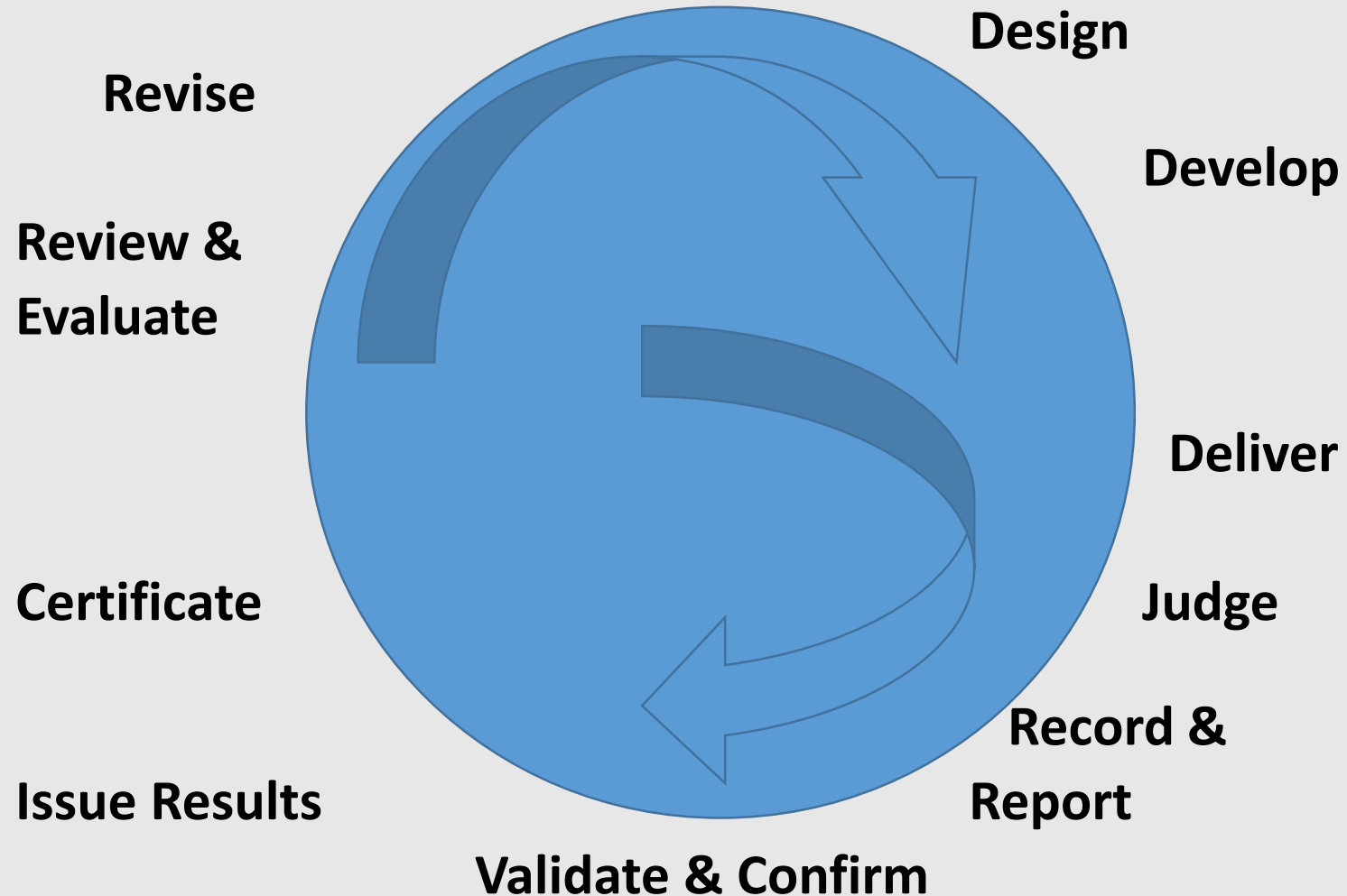
The Role of the Head of Assessment & other key Assessment roles in the NSQF

Quality-Assured Lifecycle (The NQAF)



The Role of the Head of Assessment & other key Assessment roles within the NSQF

Assessment Lifecycle for an NSQF qualification



The Role of the Head of Assessment & 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**

Meeting the NQAF Accreditation Criteria



Learning Outcomes

At the end of this session you will know:

- The scope of NQAF Accreditation
- The accreditation criteria for Assessment Bodies
- The standards for accreditation & the nature of evidence
- The implications for A/Bodies in meeting the requirements of the NQAF & determining priorities for action
- The importance of the A/Body community in establishing standards of policy & practice

The National Quality Assurance Framework (NQAF)



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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 Assessment & the Accreditation of 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 & Accreditation of Assessment Bodies

Auditors

Risk Assessment

SSCs

National and State Level Bodies

and a Manual for registering NSQF qualifications & materials

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 (Level 1)

- 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

Quality Criteria for NQAF Accredited Assessment Bodies (Level 2)



- Innovative Use of Assessment
- Evidence-Based Research & Development

Standards for Accreditation & the Nature of Evidence



TASK TWO

45 Mins

Working in groups:

- 1 **Review** the Quality Criteria and Suggested Evidence provided in the NQAF Manual for Level 1 Accreditation
- 2 **Annotate** the Suggested Evidence column to indicate:
 - Evidence that is likely to be easily made available
 - Evidence that is either missing or needs to be augmented
 - 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

Post your outcomes on the window/wall

Meeting the NQAF Accreditation Criteria



Recap

Learning Outcomes

At the end of this session you will know:

- The scope of NQAF Accreditation
- The accreditation criteria for Assessment Bodies
- The standards for accreditation & the nature of evidence
- The implications for A/Bodies in meeting the requirements of the NQAF & determining priorities for action
- The importance of the A/Body community in establishing standards of policy & practice

Linking NQAF Accreditation Criteria with Competency Standards for Assessment Professionals



Learning Outcomes

At the end of this session you will know:

- The features of competency-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

Competency or Outcomes-Based Training & Assessment



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TASK THREE

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 is trained**
 - **How the person is 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

Outcomes-Based Training & Assessment

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



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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

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 modules for **Heads of Assessment**



Manage the Organisational Assessment System

- Set up and implement clearly defined procedures, processes that are embedded across the organisation
- Take responsibility for the delivery of valid & reliable candidate outcomes
- Be responsible for the complaints & appeals process

Lead Organisational QA process and practice in line with national requirements

- Achieve & maintain the status of NQAF Accreditation
- Promote an internal culture of continuous improvement

Lead Development & Promotion of Assessment Expertise

- Provide advice, guidance & support to Assessment Practitioners
- Work with external stakeholders to promote the importance of assessment
- Demonstrate professional values, attitudes & behaviours

Matching Expectations with Current Practice

TASK FOUR

In 10 mins

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
- Be prepared to feedback

Linking NQAF Accreditation Criteria with Competency Standards for Assessment Professionals



Recap

Learning Outcomes

At the end of this session you will know:

- The features of competency-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 Competency – Work effectively within the requirements of the NQAF



Learning Outcomes

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: Implications for internal Quality Assurance & Quality Control systems & practice



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: Implications for internal Quality Assurance & Quality Control systems & practice



TASK FIVE

10 mins

- 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.
- Stick your completed work to the Window/Wall

NQAF Quality Criteria: Implications for internal Quality Assurance & Quality Control systems & practice



TASK SIX

30 mins

In groups, using the flip chart paper provided:

- Annotate the Assessment Lifecycle to show where you make an active contribution in carrying out your role as Head of Assessment
- List those activities/functions in the Lifecycle that:
 - Are/Should be **Quality Assured**
 - Are/Should be **Quality Controlled**
- List those activities/functions in the Lifecycle that:
 - Are/Should be **Standardised**
 - Are/Should be supported by processes of **Formal Review & Evaluation**
- Identify those activities/functions for which **more support/training** is generally required
- Stick the completed flip chart papers on to the window/wall

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



Recap

Learning Outcomes

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

Assessment Professionals' Core Competency

Apply the PRINCIPLES OF ASSESSMENT



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Learning Outcomes

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 SEVEN

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 Head of Assessment



TASK EIGHT

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

Assessment Professionals' Core Competency

Apply the PRINCIPLES OF ASSESSMENT



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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**

Recap of today's Programme



- Session One: Welcome & Introductions
- Session Two: The Role of the Head of Assessment & other key Assessment roles in NSQF qualifications
- Session Three: Meeting the NQAF Accreditation Criteria for Assessment Bodies
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- Final Session: Review, reflect & prepare for home work

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

Tomorrow's Programme



- Session One: Manage the Organisational Assessment System
- Session Two: Lead the Organisational QA Process in line with National Requirements
- Session Three: Lead the Development & Promotion of Assessment Expertise
- Final Session: Tying it all together

Award of Certificates & Photographs

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 tomorrow - SHARP!

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Training for Assessment Professionals: Heads of Assessment

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Today's Programme



- Session One: Manage the Organisational Assessment System
- Session Two: Lead the Organisational QA Process in line with National Requirements
- Session Three: Lead the Development & Promotion of Assessment Expertise
- 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

Manage the Organisational Assessment System



Learning Outcomes

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

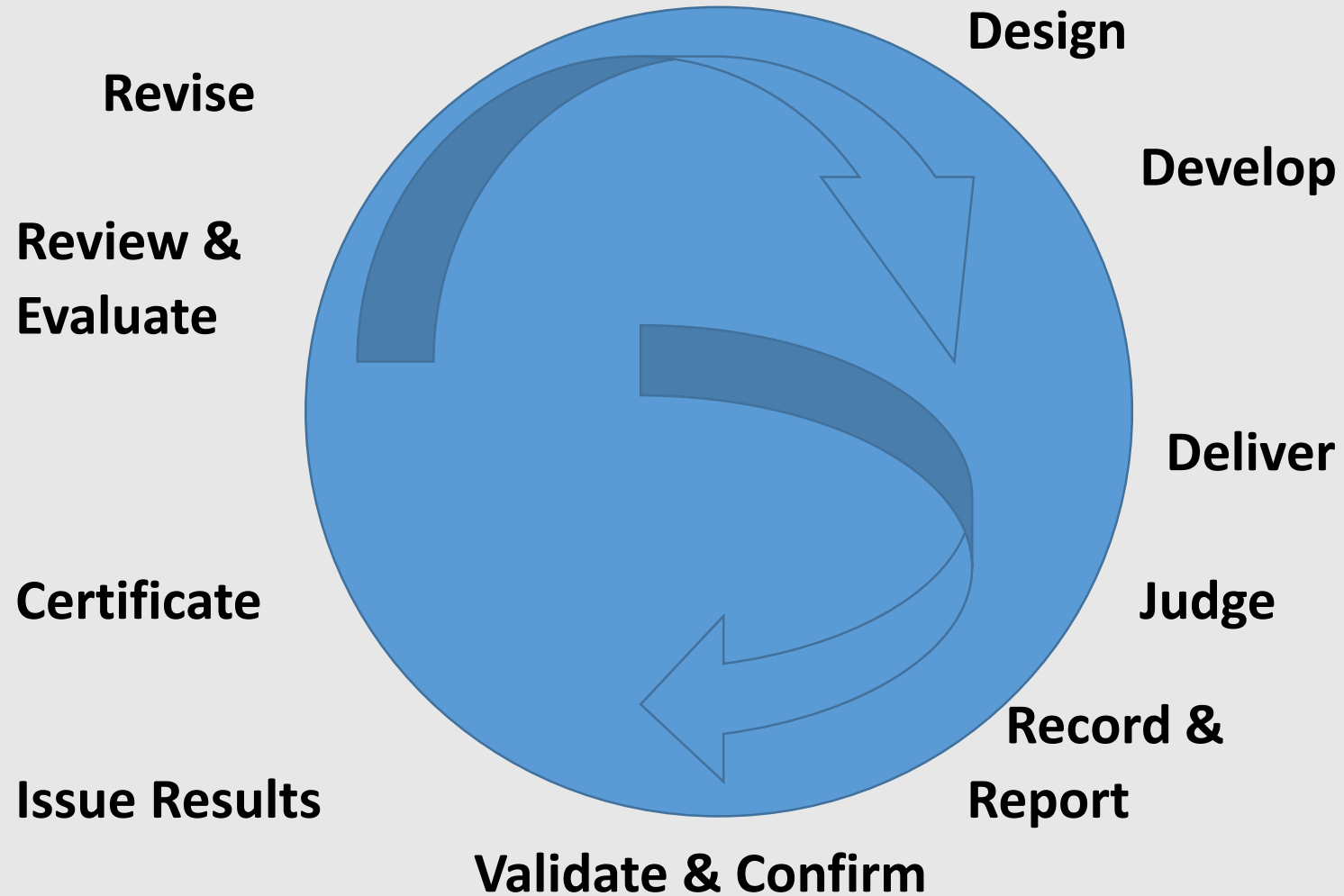
- How to set up & implement clearly **defined procedures, processes that are embedded** across the organisation
- The taking of responsibility for the **delivery of valid & reliable** candidate outcomes
- Being responsible for the **complaints & appeals** process

NQAF Quality Criteria: Management of Assessment Practice



- Defined quality control practice covering design, develop, delivery & review of assessment methods/tools
- Expert guidance & support available to assessment practitioners
- Assessment tools have marking/assessment guides
- Effective pre-assessment & post-assessment standardisation procedures are in place
- Reported assessment results & reports are reviewed to confirm accuracy & authenticity
- All stages of Assessment Lifecycle subject to internal audit
- Assessment material securely stored & confidentiality maintained at all times

The Assessment Lifecycle



Management of Assessment System & Practice



TASK ONE

45 mins

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

Management of Assessment System & Practice



Secure storage & confidentiality requirements

- Job Roles
- Facilities
- Conflict of interest declarations
- Attitudes & Behaviours
- IT solutions
- Any others?

Management of Assessment System & Practice



Key features of a Complaints & Appeals Process

- Transparency of Process & Full Disclosure
- Evidence-Based Decision Making
- Staged Process
- Principles of Justice
- Allocation of Roles & Responsibilities
- Independent Review
- Fees
- Any other considerations?

Manage the Organisational Assessment System



Recap

Learning Outcomes

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

- How to set up & implement clearly **defined procedures, processes that are embedded** across the organisation
- The taking of responsibility for the **delivery of valid & reliable** candidate outcomes
- Being responsible for the **complaints & appeals** process

Lead Organisational QA Process and Practice in line with National Requirements

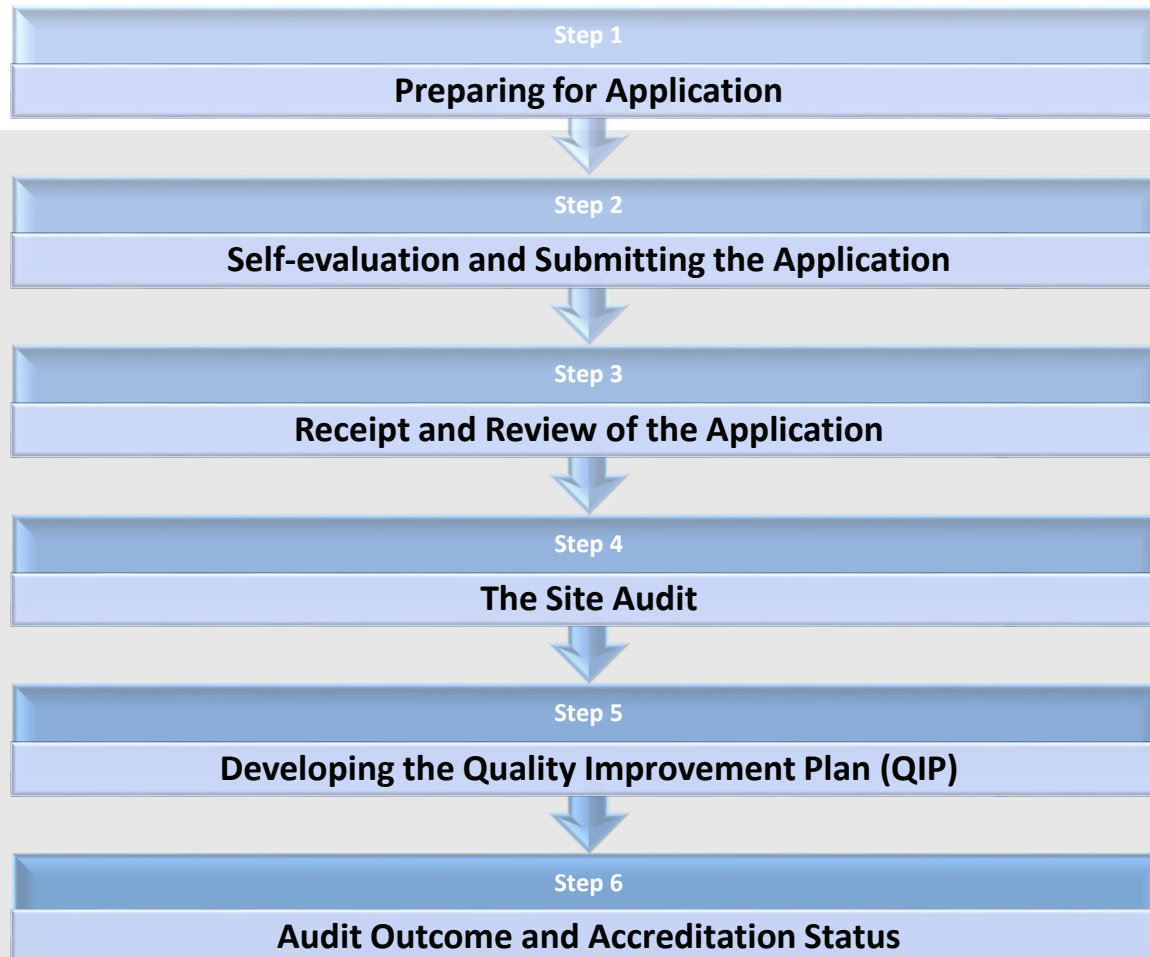


Learning Outcomes

At the end of this session you will have considered:

- How to achieve and maintain the status of NQAF Accreditation
- How to promote an internal culture of continuous improvement

The Six-Step NQAF Accreditation Process



Step Two – Self Evaluation & Submitting the Application



The Role of Self-Evaluation in the Accreditation Process

- To support the establishment and maintenance of consistently high quality assessment outcomes of NSQF qualifications, Assessment Bodies must engage in self-evaluation. This is a process of routinely reflecting on and evaluating their own practice in order to provide the highest standard of quality in the provision of assessment services.*
- Effective self-evaluation is a considered and structured review and evaluation process. It is owned by senior managers and involves as many people as possible from across the organisation, including permanent and contractual staff.*

Step Two – Self Evaluation & Submitting the Application



Task Two

20 Mins

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

Present the process by way of a flow chart.

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

Step Six – Develop the Quality Improvement Plan



Task Three

20 Mins

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)

Achieving NQAF Level 2 Accredited Status



Quality Criteria for Level 2

- Innovative Use of Assessment
- Evidence-Based Research & Development

Achieving NQAF Level 2 Accredited Status



Task Four

20 mins

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 particular attention to the assessment personnel involved

Post the outcomes of your work on the Window/Wall

Lead Organisational QA Process and Practice in line with National Requirements



Recap

Learning Outcomes

At the end of this session you will have considered:

- How to achieve and maintain the status of NQAF Accreditation
- How to promote an internal culture of continuous improvement

Lead Development & Promotion of Assessment Expertise



Learning Outcomes

At the end of this session you will have considered:

- How to provide advice, guidance & support to assessment practitioners
- How to work with stakeholders to promote the importance of assessment
- The importance of demonstrating professional values, attitudes & practice

Designing Fit for Purpose Assessment Strategies



An Assessment Strategy is....

...the overall plan for assessment within a qualification or group of qualifications. It describes the different elements needed to ensure that the assessment of a candidate against the learning outcomes or NOS of a qualification is appropriate.

Designing Fit for Purpose Assessment Strategies

An assessment strategy must:

- Meet the requirements of the NSQF
- Be manageable & accessible
- Provide valid, reliable results

In other words, be **FIT FOR PURPOSE**

Designing Fit for Purpose Assessment Strategies



Fit for purpose:

- Clear in its demands
- Is in line with the learning/skills development in the QF
- Will generate the required evidence
- Allows for the application of knowledge, skills & understanding in relevant contexts
- Is relevant, motivating and engaging to learners
- Is appropriate to qualification level

Designing Fit for Purpose Assessment Strategies



Task Five

30 mins

In groups:

- Level the General Manager NOS provided
- 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
- Be prepared to defend your decisions

Stick the completed flip chart papers on to the window/wall

Developing Fit for Purpose Assessment Tools



Developing assessment tools requires consideration by the assessment developer of...

...the tasks/questions that a candidate needs to carry out/answer to meet the requirements of **the assessment strategy** which, in turn, confirms that the candidate has met the required learning outcome/NOS

Developing Fit for Purpose Assessment Tools



Assessment Developer Checklist:

- What needs to be assessed?
- What is the form of the assessment?
- What is the NSQF Level of the qualification?
- How to the tasks/questions relate to the NOS?
- Has the level of difficulty of the tasks/questions been assessed?
- How to the tasks/questions relate to those set previously?
- Is the content of the assessment accessible to all candidates?
- What guidance should be provided for Providers, Candidates & Assessors?

Component parts of an Assessment Tool

- A test specification – how the questions/tasks align with the NOS
- A mark scheme/rubric – how assessment decisions are made & recorded
- Guidance on conditions in which the assessment is to be taken: timing, equipment required, numbers of invigilators/proctors, instructions to candidates

Developing Fit for Purpose Assessment Tools



Range of Assessment Tools available.....

- 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

Developing Fit for Purpose Assessment Tools



TASK Six - 60 mins

Working in the same groups as yesterday, build on the formative assessment developed for the 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:
 - The Training Provider/Education Institution registering the candidate/s
 - The Candidate/s
 - The Assessor
- 5 Discuss and note down what would be required to ensure that the assessments are in line with the Principles of Assessment
- 6 Note down how you would ensure the assessment decisions made by different Assessors would be broadly the same.
- 6 Stick your work on to the window/wall

Whole Group Discussion

- The **guidance /support** required by Assessors
- The **preparation Assessors should take prior to arriving** at the Assessment venue
- The preparation Assessors should take
 - **on arrival** at the Assessment venue and
 - **prior to the assessment** taking place
- **How** Assessors should **carry out the assessment**
- **How** Assessors should **record their findings**
- The actions Assessors should take to **complete the assessment session**
- What Assessors should do **prior to leaving** the Assessment venue
- What would be the **final action** required by Assessors in fulfilling their role

Development & Promotion of Assessment Expertise



Task Seven

15 mins

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

Stick the Action Plans on the Window/Wall but don't forget to take them home.

The Head of Assessment as an Assessment Professional: Attitudes & Behaviours



TASK EIGHT

10 mins

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
- Stick the flip chart paper to the window/wall

Lead Development & Promotion of Assessment Expertise



Learning Outcomes

At the end of this session you will have considered:

- How to provide advice, guidance & support to assessment practitioners
- How to work with stakeholders to promote the importance of assessment
- The importance of demonstrating professional values, attitudes & practice

Tying it ALL together

In this final session, we will:

- Revisit the learning
- Review one's perception of own role as Head of Assessment
- 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 NINE

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 TEN

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 was 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 Modules
- 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

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!