

The India-EU Skills Development Project



Training for Assessment Professionals: Lead Assessor & Assessment Coordinator

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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/s
- 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 Three-Day Programme



- Days One & Two – 9.30am-6.00pm; Day Three – 9.30am-5pm
- Delivery is in English (but let's support one another)
- Why the two roles combined in one training
- 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
 - how you **describe what you do** to others
 - tell us **the top thing that you enjoy** about their role
 - tell us the **one thing you'd like to take away** from these three days' training

Today's Programme



- Session One: Welcome & Introductions
- Session Two: The Role of the Lead Assessor/Assessor & Assessment Coordinator 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 (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (1)



Learning Outcomes

At the end of this session you will know:

- The expectations of your role/s
- How these roles of fit into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How your roles of fit into **the NSQF**
- The scope of **the NQAF**

The Role of the (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (2)



IN TEN MINUTES

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

- List the **key functions** you carry out in your roles
- 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 (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (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 (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (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: certificating 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)

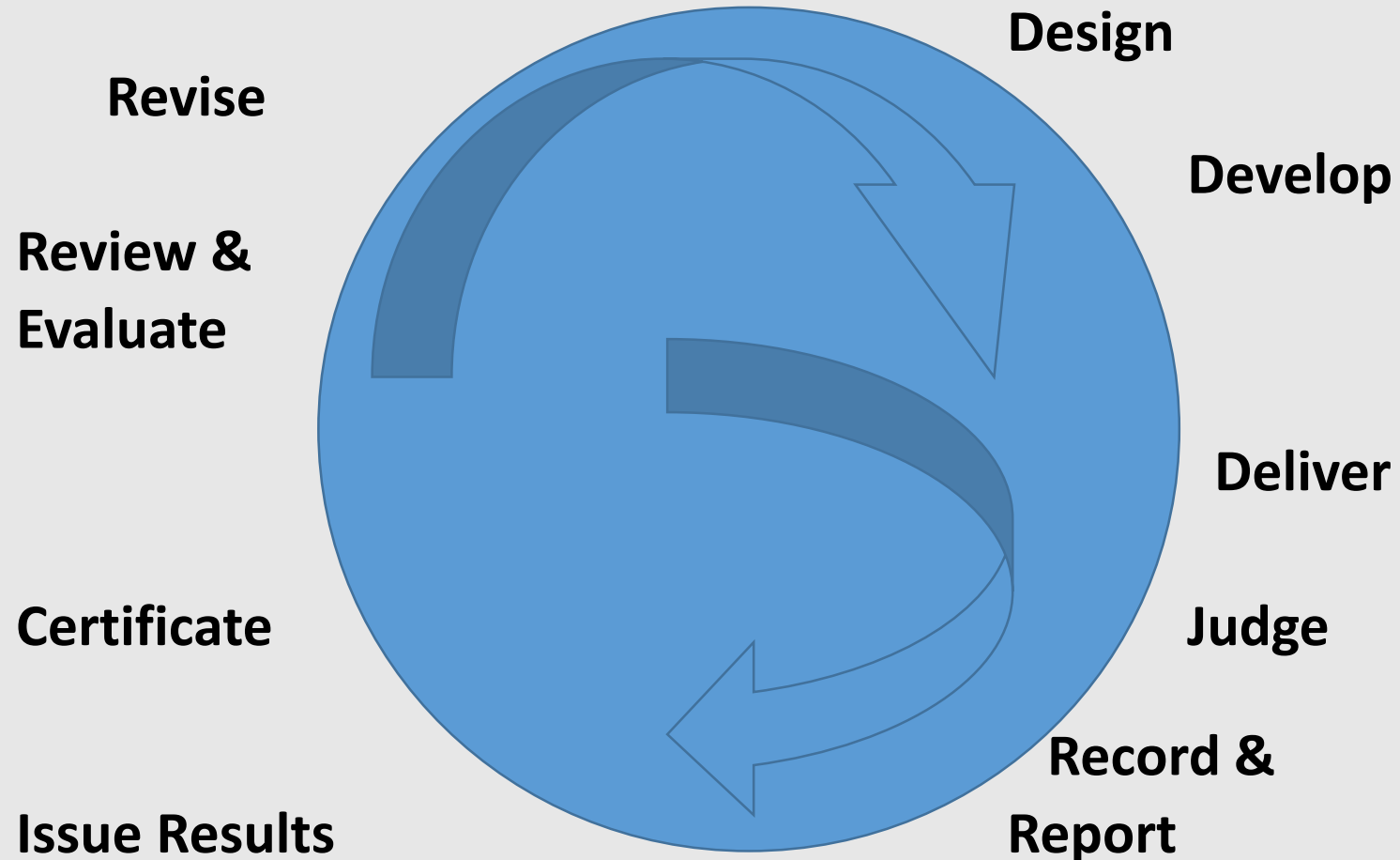
The Role of the (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (5)

Quality-Assured Lifecycle (The NQAF)



The Role of the (NSQF) Lead Assessor/ Assessor & Assessment Coordinator (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.

Other NSQF Assessment Roles (4)



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 Lead Assessor/Assessor & the Assessment Coordinator (7)



Recap

Learning Outcomes

At the end of this session you should know:

- The expectations of your role/s
- How these roles of fit into the **Assessment Lifecycle**
- The range of Assessment-related roles required by the Assessment Lifecycle
- How your roles of fit 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 roles



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
- Commitment 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)

POST LUNCH RECAP



- Competence
- Outcomes-based training & assessment
- Current status of competency-based assessment
- Role of Assessment Practitioners in improving current status
- Using outcomes as the basis of training Assessment Professionals
- Leading to NOS & qualifications.....

- NOW – A focus on YOUR training....

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

Outcomes-Based training modules for Lead Assessors



Promote the role of Assessor

- Support Assessors' on-going professional development
- Act as a role model when carrying out assessment

Manage the Stages of Assessment involving Assessors

- Have oversight of reporting, recording, analysis and evaluation of candidate outcomes
- Prepare and lead standardization/validation activities, pre- and post-assessment
- Deploy own assessment expertise in professionalizing the role of Assessor

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

Outcomes-Based training modules for **Assessment Coordinators**



Manage the Assessment Body's assessment operations

- Project manage the end-to-end assessment process
- Support Assessment Professionals in carrying out their roles
- Manage the internal audit and self-evaluation process

- 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 competence-based framework for Assessment Professionals
- The competence-based framework for own roles

Assessment Professionals' Core Competency - 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/s



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

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

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



India EU
Skills Development Project

Recap

At the end of this session you will have:

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Recap of today's Programme



- Session One: Welcome & Introductions
- Session Two: The Role of the Lead Assessor/Assessor & Assessment Coordinator in NSQF qualifications
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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: Lead Assessors & Assessment Coordinators Job Role competences
- Session Six: Meeting the requirements of the NQAF – Internal Audit & Self-Evaluation
- Final Session: Review, reflect & prepare for home work

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

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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 – by job role, using the flip chart paper provided:
 - Annotate the given Assessment Lifecycle to show where you make an active contribution in carrying out your role
 - 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

In 30 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, wearing your hat as Lead Assessor/Assessment Coordinator discuss the key issues that arise from completing this exercise in terms of your own role. Note down those you want to feedback to the whole group 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)

Lead Assessor & Assessment Coordinator Job Role Competences



At the end of this session you will understand:

- How to incorporate the new learning into the following areas of responsibility:
 - Oversight of Assessor activity
 - End-to-end assessment project management
 - Preparing for & leading standardisation activity, both pre- and post-assessment
 - Supporting the work of Assessment Professionals

Lead Assessor & Assessment Coordinator Job Role Competences



TASK FOUR

In 30 mins

- In job role groups, using the summary of all topics covered, discuss the implications of the information provided & understanding gained for your role & in particular:
 - What **three things** would you **like to start** doing?
 - What **three things** would you **like to stop** doing?
 - What **support would you need** to carry out these actions
 - Ideas for how **this group support one another** once the training is completed?
 - Note down the feedback
 - Stick the flip chart paper on the window/wall

Lead Assessor & Assessment Coordinator Job Role Competences



Recap

At the end of this session you will understand:

- How to incorporate the new learning into the following areas of responsibility:
 - Oversight of Assessor activity
 - End-to-end assessment project management
 - Preparing for & leading standardisation activity, both pre- and post-assessment
 - Supporting the work of Assessment Professionals

Meeting the requirements of the NQAF - Internal Audit & Self-evaluation



At the end of this session you will know how to:

- Manage/Contribute to the Assessment Body's internal audit & self-evaluation process

NQAF: Steps towards Accreditation



Step 1

Preparing for Application

Step 2

Self-evaluation and Submitting the Application

Step 3

Receipt and Review of the Application

Step 4

The Site Audit

Step 5

Developing the Quality Improvement Plan (QIP)

Step 6

Audit Outcome and Accreditation Status

Meeting the requirements of the NQAF - Internal Audit & Self-evaluation



The **requirements of self-evaluation** – a process of routinely reflecting on and evaluating own practice in order to provide the highest standard of quality in the provision of assessment services. A process owned by senior management and involving as many people as possible from across the Assessment Body.

Meeting the requirements of the NQAF - Internal Audit & Self-evaluation



TASK FIVE

In 20 mins

In groups, based on the information shared, discuss the implications on your role/s in:

- meeting the requirements of NQAF Accreditation
- supporting an A/Body's application for NQAF Accreditation
- self-evaluation
- fulfilling the terms of the Quality Improvement Plan (QIP)

Make notes of your feedback on the flip chart paper provided

Stick the feedback sheets to the window/wall

Meeting the requirements of the NQAF - Internal Audit & Self-evaluation



Recap

At the end of this session you will know how to:

- Manage/Contribute to the Assessment Body's internal audit & self-evaluation process

Recap of today's Programme



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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 Three

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: Promoting the role of Assessment Professionals and the Importance of Assessment
- Session Three: Preparing for Knowledge Transfer through training & on-going development
- Session Four: Tying it all together
- Final session: Award of Certificates and Photographs

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Overview of Day Three

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SSTE Assessment, Learning & Certification

Lead Assessor & Assessment Coordinator Training
NSDA. March 2016

Today's Programme



- Session One: Reflections, Challenges & Opportunities
- Session Two: Promoting the role of Assessment Professionals and the Importance of Assessment
- Session Three: Preparing for Knowledge Transfer through training & on-going development
- Session Four: Tying it all together
- Final session: Award of Certificates and Photographs

Reflections, Challenges & Opportunities



In 15 mins

- Think about the two days' training.
- Revisit yesterday's flip charts with the Post-Its.
- Remove those you posted if no longer relevant.
- Post new challenges and/or opportunities as you wish.

Promoting the role of Assessment Professionals & the importance of Assessment



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

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

Promoting the role of Assessment Professionals & the importance of Assessment



TASK ONE

In 15 mins

Working in pairs and using the flip chart paper provided:

- Give **three words** to define the attitudes/behaviours of 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

Promoting the role of Assessment Professionals & the importance of Assessment



TASK TWO

In 20 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

Promoting the role of Assessment Professionals & the importance of Assessment



Recap

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

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

Preparing for Knowledge Transfer through training & on-going development



At the end of this session you will have:

- Defined the responsibilities you have for cascading this training
- Filled the identified gaps in own knowledge & understanding
- Prepared action plans for the dissemination of the contents of the training back in the work place
- Become familiar with the requirements of Assessor Training

Preparing for Knowledge Transfer through training & on-going development



TASK THREE

In 10 mins

Working on your own, using the Post-its provided, place on the Flip Chart paper provided:

- **Three** reasons to cascade the training
- Areas of learning needing further explanation
- **Three** ideas for how to cascade the new learning to others in the workplace

Preparing for Knowledge Transfer through training & on-going development



TASK FOUR

In 15 mins

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

- Complete a proposed Action Plan for own use back in the workplace – using the template provided
- Post the Action Plan/s on the window/wall.

(To remove Action Plans for own use after the whole group discussion)

Preparing for Knowledge Transfer through training & on-going development



Whole Group Review of Days One & Two (Assessor Training)

In 20 mins

- What needs to change?
 - What would you leave out?
 - What would you add?
 - What did you like about it?
 - What did you dislike about it?
-
- Are you ready to have a go yourselves?

Preparing for Knowledge Transfer through training & on-going development



Recap

At the end of this session you will have:

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- Filled the identified gaps in own knowledge & understanding
- Prepared action plans for the dissemination of the contents of the training back in the work place
- Become familiar with the requirements of Assessor Training

Tying it ALL together

In this final session, we will:

- Revisit the learning
- Review one's perception of role as an Assessment Professional
- Consider what comes next
- Reflect & give feedback on the training programme

Tying it ALL together

TASK FIVE

In 20 mins

Work on your own, using the coloured stickers provided:

- Visit the posted feedback sheets for Days ONE, TWO & THREE.
- Place a **GREEN** sticker on feedback/outcomes that you found helpful
- Place a **RED** sticker on feedback/outcomes that you found unhelpful

Tying it ALL together

TASK SIX

In 20 mins

Working on your own:

- Revisit the Day One '**What I enjoy**' sheet – still the same?
- Revisit the Day One '**Top three takeaways**' sheet – have you got them?
- Revisit the Day Two/Today '**Challenges**' sheet – still there?
- Revisit the Day Two/Today '**Opportunities**' sheet – still relevant?
- Finally, the Day One/Two & Today '**Areas of Doubt**' sheets- still got them?

Tying it ALL together

Whole group discussion of feedback:

- Do you enjoy your work? Will you enjoy it more?
- Have you got your takeaways? If not, what's left?
- Do the challenges & opportunities remain as they were?
What's changed?

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!