Assessment Challenges in Vocational Qualification delivery

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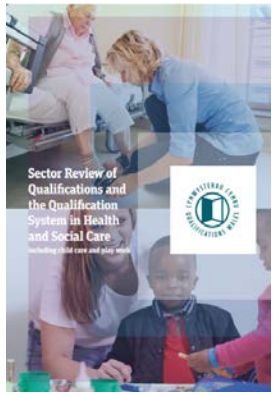
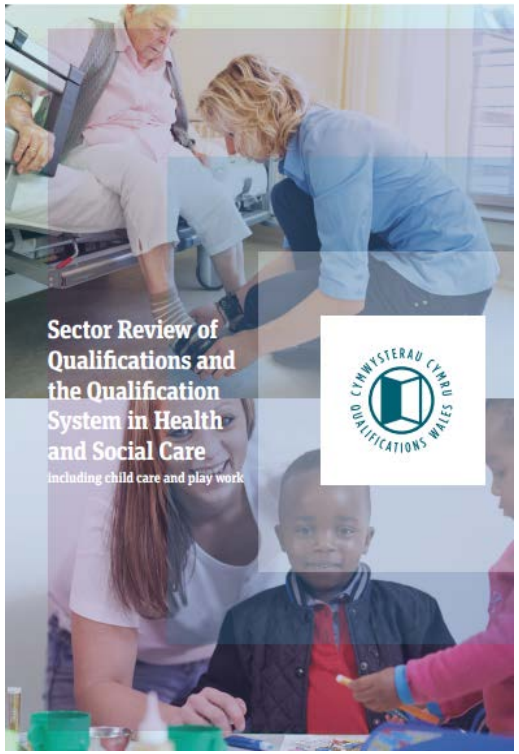
Context – Four reviews…

- Sector Review of Health & Social Care – July 2016
- Review of the Implementation of Essential Skills – December 2017
- Sector Review of Construction & the Built Environment – February 2018
- Sector Review of ICT – *due Autumn 2018*



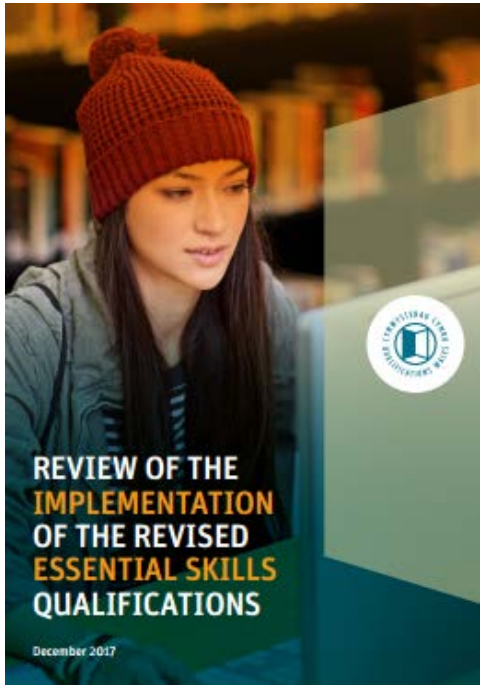
Assessment Challenges – Health and Social Care

- Not enough learning in ‘work-based-learning’
- Gaps in assessors’ skills and/or currency
- Inconsistent assessment and quality assurance
- High burden of assessment
- Granular, rather than holistic, assessment
- Limited range of assessment methodologies
- Duplication of assessment
- Poor, and out-of-context assessment of knowledge
- Availability and take-up of Welsh-medium assessment



Assessment Challenges – Essential Skills

- Controlled tasks not contextually relevant and sometimes unclear
- Mark schemes unclear and/or are inconsistent
- Learners required to re-sit the whole task if they fail one element
- Eight-week rule for the completion of controlled tasks challenging
- Availability of Welsh-medium assessment
- Time to complete some tests insufficient
- Apprentices not given enough time to learn the skills
- Hard to get employers to release learners



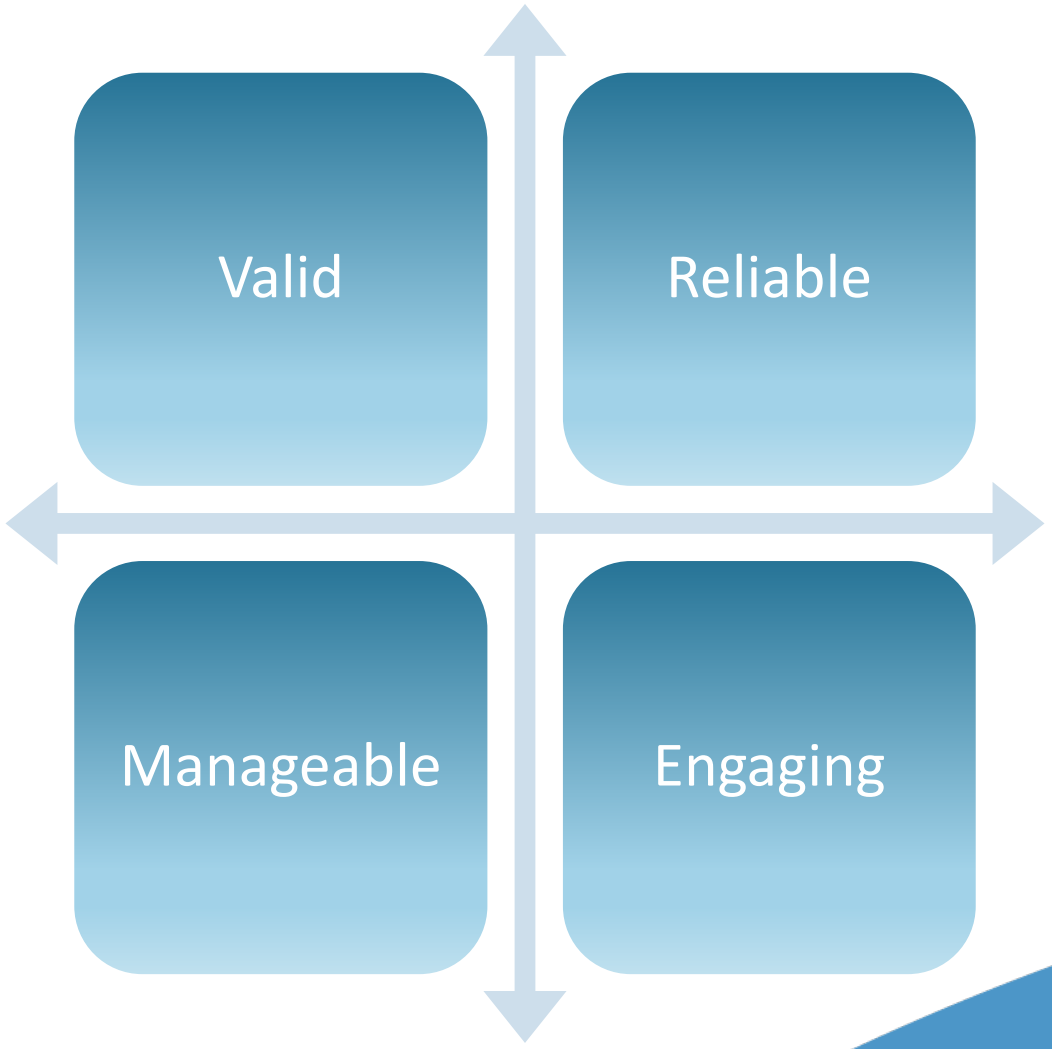
Assessment Challenges – Construction

- Burden of assessment
- Validity of simulated assessment activities
- Organisation and sufficiency of work-based assessment
- Engagement with employers in the assessment process
- Availability and validity of naturally occurring evidence
- Language, terminology and format of knowledge assessments
- Availability and expertise of the assessor workforce
- Inconsistent and inaccurate assessment and quality assurance
- Welsh-medium assessment

Emerging Assessment Challenges – ICT

- Burden of assessment
- Too much assessment of process rather than outcomes
- Unengaging assessment activities
- The expertise and currency of the assessor workforce
- Inconsistent quality assurance

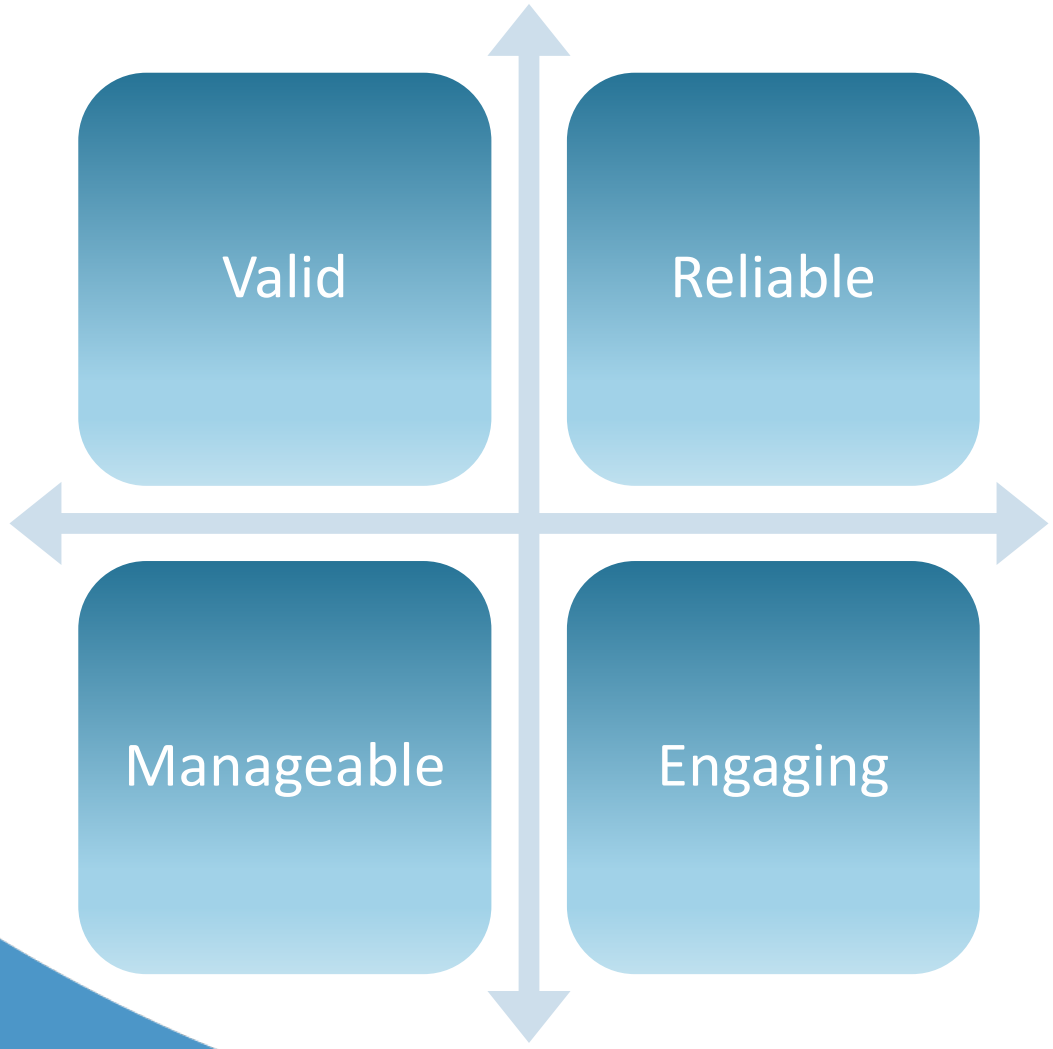
Designing effective assessment



Valid, Reliable, Manageable and Engaging Assessments

- ***Valid*** – the assessment assesses what it's supposed to assess
- ***Reliable*** – candidates performing the same in the assessment are likely to achieve the same assessment decision regardless of *when* or *where* they took it and of *who* assessed them.
- ***Manageable*** – the burden of arranging and conducting assessment is proportionate and realistic
- ***Engaging*** – learners are likely to be sufficiently engaged with the assessment that they give their best performance.

Task 1



- Think of a form of assessment that you – or your centre conducts.
- How would you rate it against each of these criteria?
- Discuss this with others on your table.

Some of the issues we have identified are for awarding bodies to address, but centres have a key role…

- Assessor currency and skills - *reliability*
- Balance of learning and assessment - *engagement*
- Involving employers and learners in learning and assessment plans - *manageability*

- Planning effective and holistic approaches to assessment – and reducing the burden - *validity, reliability, manageability and engagement*
- Internal quality assurance – *all four again!*

Task 2: Planning for effective learning and assessment

- Individually, in pairs or across your table, discuss how ***you*** plan for effective learning and assessment.
- How do you….
  - Identify the learner's starting point and distance to travel?
  - Plan to address the learners' learning needs?
  - Involve employers in planning learning and assessment?
  - Plan for effective, efficient and holistic assessment?
  - Get, and keep, the learner engaged with their learning and assessment?

Any questions?

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