



The Changing Face of Practitioners – From Assessors to Educators

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Qualifications Wales



Sector Review of Qualifications and the Qualification System in Health and Social Care

including child care and play work



BUILDING THE FUTURE:
Sector Review of Qualifications and the Qualification System in Construction and the Built Environment

FEBRUARY 2018



DELIVERING DIGITAL

Sector Review of Qualifications and the Qualifications System in Information and Communication Technology

DECEMBER 2018



Cross-cutting findings

- Complex and unclear pathways and progression
 - Inconsistency across awarding bodies
 - Currency of content
 - Repetition across levels
 - Unengaging or irrelevant assessment
 - Burden of assessment
 - Expertise of internal assessors
 - Limited learning where competence-assessment used
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The Big Four



Manageable



While, importantly, **not stifling innovation**, qualifications should...

- be **practical** for centres to deliver
- make efficient and affordable use of **resources**
- involve **employers** appropriately and reasonably
- place realistic expectations on **staff** expertise and workload
- involve sufficient **support** for centres

Engaging

Qualifications should be assessed in ways which...

- **motivate** learners to do their best
- as far as possible, create a **positive** assessment environment
- feel **relevant** to the subject matter
- make good use of **technology**
- **avoid** unnecessary hurdles
- don't use up too much **learning** time in assessment.

Professional standards for further education teachers and work-based learning practitioners in Wales

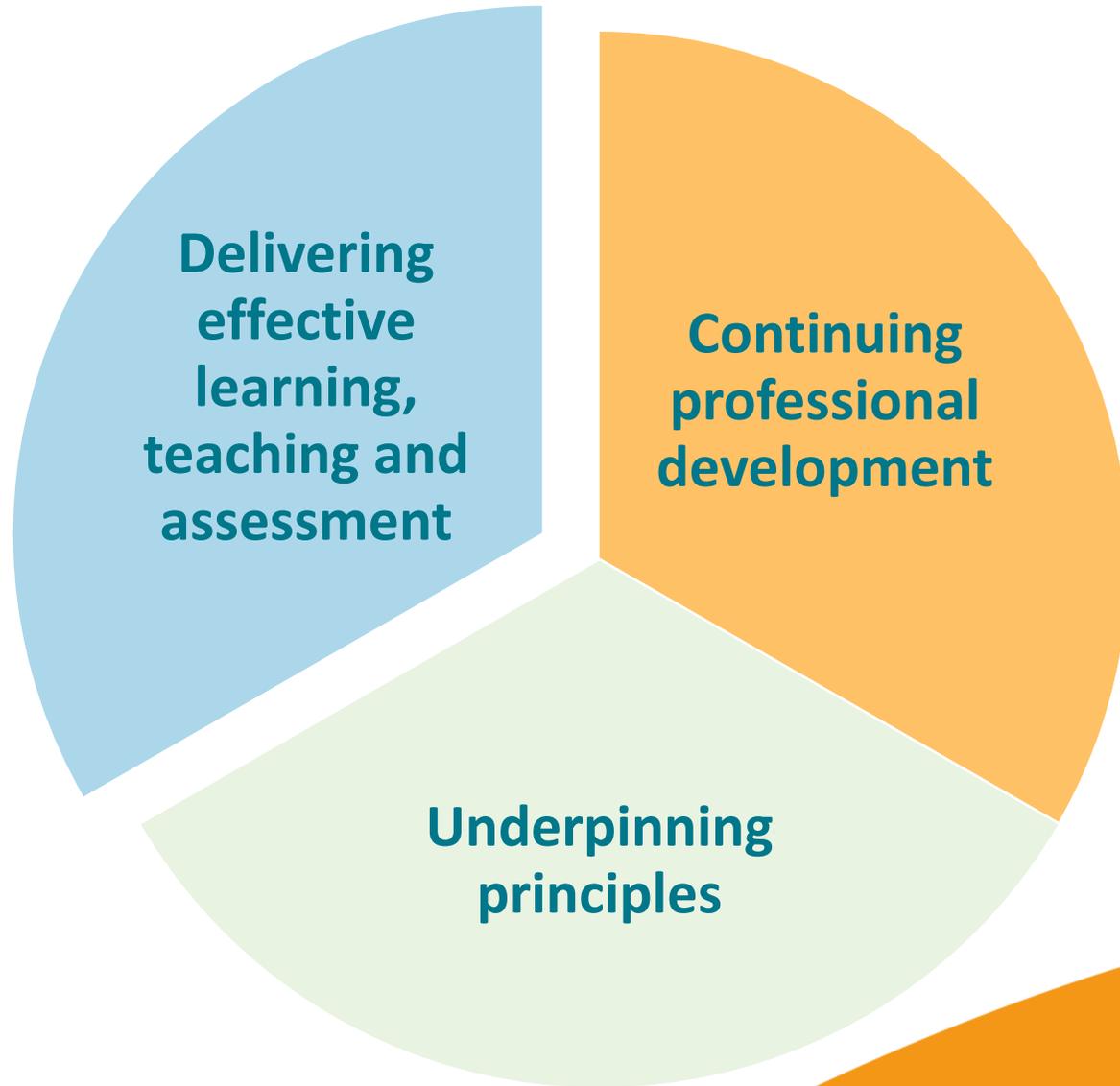
- Demonstrate commitment to learners, their learning, safety and well-being
- Value and promote diversity, equality of opportunity and inclusion
- Understand the importance of the Welsh culture and language as a bilingual nation
- Demonstrate dignity, courtesy and respect towards others

- Maintain and update knowledge of my subject(s) and how best to teach and assess them

- Know how to use evidence and research to improve my practice

- Plan and deliver effective learning, teaching and assessment
- Build positive and collaborative relationships
- Enable learners to share responsibility for their own learning and assessment

- Critically reflect on own values, knowledge and skills to improve learning



Plan and deliver effective learning, teaching and assessment

identifying, preparing, delivering and assessing **learning programmes** using a **range of media**, including digital, effectively to enhance the learning process

Build positive and collaborative relationships

working to build and maintain **relationships** with learners, colleagues, employers and others as appropriate

exercising **leadership** through all aspects of professional practice and participating in and contributing to professional learning networks

Enable learners to share responsibility for their own learning and assessment

working with all learners to **empower** them to set **challenging goals and targets** and to evaluate their own progress against these

communicating effectively with all learners, employers and others as appropriate



Maintain and update knowledge of my subject(s) and how best to teach and assess them

*keeping abreast of my subject/vocational area & effective teaching & assessment methods using assessment **of** and **for** learning to support learner progress*

Know how to use evidence and research to improve my practice

*accessing and experimenting with **research** from a range of sources*

*reflecting on the latest theories and research **with colleagues** and exploring their **relevance** to my teaching and learning context*

Critically reflect on own values, knowledge and skills to improve learning

*critically appraising my own practice and **adapting** it in the light of reflection and feedback, including feedback from learners*

*developing my own **literacy, numeracy and digital literacy***

skills along with other appropriate

professional skills



Qualifications Reform

- Reduced burden of assessment
- Assessment focused at the end of the course
- Less repetition
- Less emphasis on portfolio building
- Robust testing of knowledge and competency
- Emphasis on application of knowledge and skills

A greater need for high quality learning and teaching



Discussion

- What are your plans for continuing to improve the quality of learning and teaching for your learners?
 - How would/will you respond to the need to shift the balance between learning and assessment?
 - How do you ensure that you/staff/colleagues keep up to date with developments in qualifications and in the subject area?
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