

Independent Assessment within the new International Paradigm

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Qualifications and Assessment - A complex phenomenon

- Quality
- Workload
- Level
- Learning outcomes



The Purpose of Assessment

- Assessment of learners and measuring individual attainment
- Providing feedback for learners
- Monitoring and maintaining standards
- Planning learning
- Providing information to employers
- Awarding of qualifications



The Principles of Assessment

Assessment of learning against national standards

To be credible, all assessments that contribute to UK qualifications must be:

- valid
- reliable
- practicable
- equitable and fair



Valid of Assessment

- Allows candidates to produce sufficient evidence of performance that can be measured against the standards defined in the qualification
- Allows candidates to produce sufficient evidence of the knowledge, understanding and skills that are required to satisfy standards of the qualification
- Allows all assessors to make reliable assessment decisions for all candidates



Reliable Assessment

Assessment decisions are reliable when

- they are generated by valid assessments which are produced under conditions of assessment that are consistently applied
- they are consistent across the range of assessors applying the assessment in different situations, contexts and with different candidates
- they are taken on the basis of clearly-defined standards of performance
- the authenticated work of the candidates is being assessed
- they are consistent over time



Instruments of Assessment

Instruments of assessment must

- Be fit for purpose
- Allow candidates to produce enough evidence of the skills and knowledge specified in the qualification and ensure adequate coverage of all the Outcomes
- Generate evidence which can be measured against the standards specified in the qualification
- Help all assessors of all candidates to make reliable assessment decisions where the same assessment task has been applied



Instruments of Assessment

Question papers	Assignments
Aural/oral tests	Case studies
Dissertations	Expressive activities
Multiple choice questions	Practical exercises
Professional discussions	Projects
Questioning	Role-plays
Self-report techniques	Log-books
Personal interviews	Simulations



Moderation and Independence

It focuses on:

- the validity of assessment instruments
- the reliability of assessment decisions
- the practicability of applying assessment instruments
- the consistency of the quality of assessment practices within centres over time



Moderation and International comparison

- Structure of the teaching assessment team
- Description of the physical structure of the school
- Competence of staff to practise
- Assessor induction programme and mentoring arrangements
- Maximum ratios of assessors to candidates
- Standardisation
- Schedule of observations of assessors
- Candidate support
- Arrangements for identification of special assessment requirements of candidates
- Equal opportunities monitoring arrangements



Learning Outcomes

The focus for all modern qualifications are **learning outcomes**.

- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning.
- In reality, they exemplify a particular methodological approach for the expression and description of the curriculum



Learning outcomes

- What a learner:
 - knows
 - understands
 - is able to do
- Relationship with learning outcomes – other elements of the concept of qualifications?



The European Qualifications Framework

- **Bologna and Copenhagen**
- **Focus on Qualifications**
- **Cross referencing of outcomes**
- **Institutional comparison**

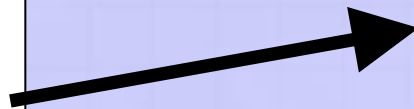
Eight EQF Levels

Knowledge

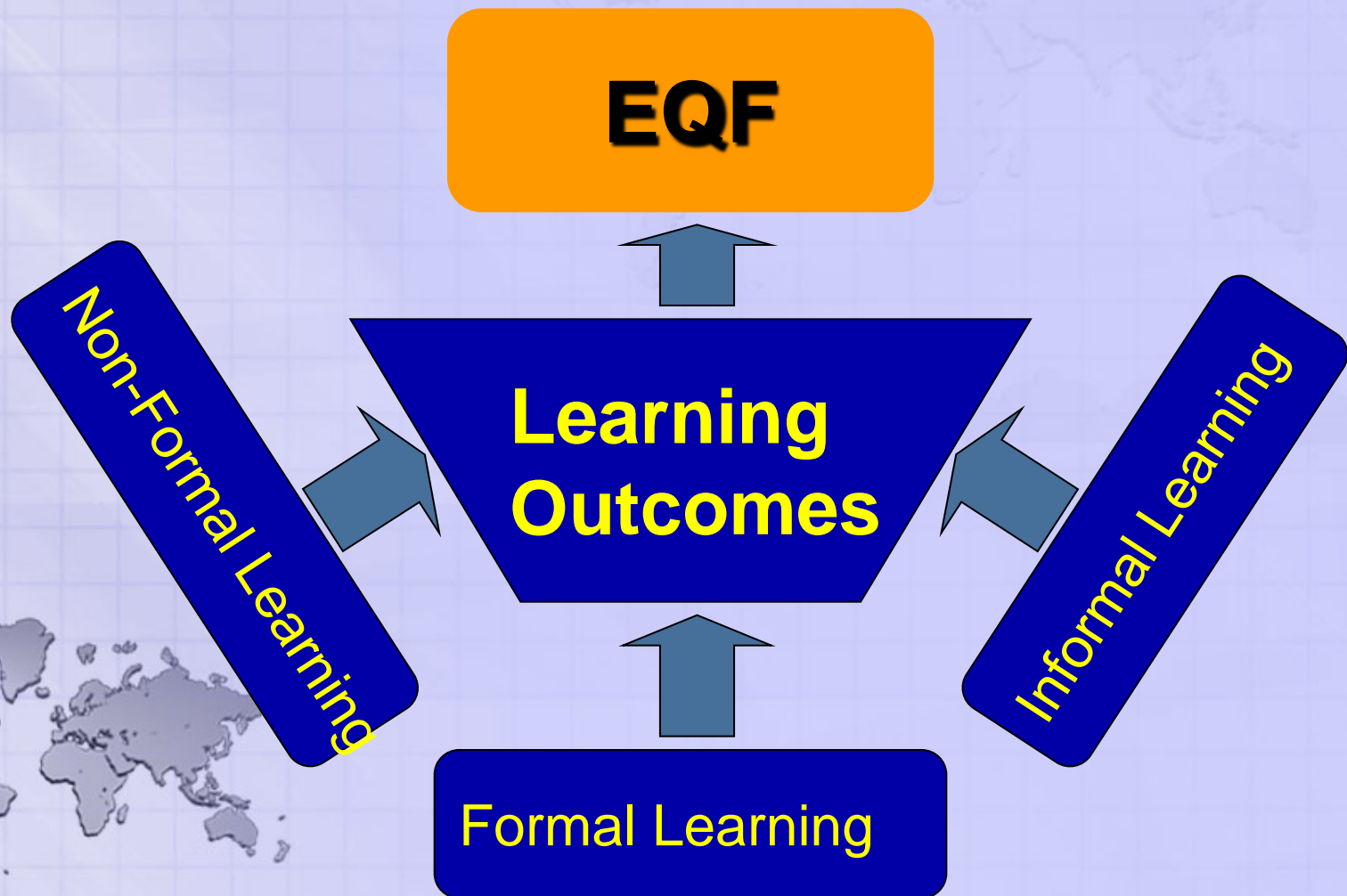
Skills

**Wider
personal and
professional
competences**

**Each
EQF
Reference
Level**



Focus on Learning Outcomes



The New Paradigm



The Knowledge Economy

- *Economic success is increasingly based on upon the effective utilisation of intangible assets such as knowledge, skills and innovative potential as the key resource for competitive advantage. The term “knowledge economy” is used to describe this emerging economic structure” (The Economic and Social Research Council (ESRC), 2005).*
- The Knowledge Economy is a term being used across discussions within the modern economies. Although it is often stated as an economic good, it is rarely seen within the productivity figures. However Higher education is often expected to drive it.



The Knowledge Economy

- In the knowledge economy, change is so rapid that workers constantly need to acquire new skills.
- Business need workers who are willing and able to update their skills throughout their lifetimes
- Countries need to respond to these needs by creating education and training systems that equip people with the appropriate skills.
- An important step is to identify where a country stands, particularly with respect to its international peers.

(World Bank)



Skills and qualities sought by employers

- Adaptability and flexibility
- Analytical ability
- Business/Organisation understanding
- Commercial awareness
- Initiative
- Interpersonal sensitivity
- IT skills
- Leadership qualities



Skills and qualities sought by employers

- Numerical skills
- Planning and prioritising
- Presentation skills
- Project management
- Self-awareness
- Self-directed learning
- Teamwork
- Written communication



Curriculum and assessment

Curriculum and assessment should help answer the following questions:

- How well am I doing?
- What are my strengths?
- What are my goals?
- What could I do better?
- What academic support or skills do I need?
- What skills do I need to gain or develop further?
- What extra-curricular activities will help me towards my career goals?



Teaching and Learning Styles

- work-based activities - group work - supported self-directed study
- practical work - role play - case studies
- presentations - learning contracts - interviews - action planning –
- negotiation exercises – decision - making exercises
- observation exercises - research exercises - skill transfer exercises
- simulations – problem - solving exercises



The Learning Environment

- **Classrooms**
- **Work places**
- **Information technology**
- **Internet**
- **Simulations**



Stakeholder needs

- Students:

Good experience; Career and earning potential; Links to industry; Prestige; Latest knowledge; good teaching

- Employers:

Skills; managers; industry leaders; effective staff; up to date skills; competitive advantage

- Academics

Prestige; recognition; research opportunities; latest knowledge

- Government:

Economic progress; prestige; value for money; remittances



Measuring Quality internationally

Specifically being measured are:

- student learning;
- student experience;
- student destinations;
- employability and employment status;
- impact on industry and productivity.



Measuring Quality the New Paradigm

- How do we measure new ways of learning that are not traditional but are technology and network based?
- How do we measure and assure skills and competence?
- Does research, technology or markets drive quality in Education and how do schools and universities develop the relationship between these within institutions?
- Who should measure quality in Education?
- Should schools and universities follow industry or should industry follow schools and universities in the development of curricula and research?



Globalisation

- There was now a global market for most goods and services;
- Therefore there is a market made for the businesses that provide these goods and services;
- Therefore there is a market for the people with the competences that drive these businesses and raise competitiveness;
- Therefore there is a market for the knowledge and skills that underpin these competences;
- *Therefore schools and universities and other Education institutions are within this market as they must interact with this knowledge and skills requirement.*



The assessment quality questions

- what are you trying to do? —————→ PURPOSE
- why are you doing it? —————→ REASON
- how are you going to do it? —————→ METHOD
- why is that the best way to do it? —————→ OPTIMISATION
- how do you know it works? —————→ EFFECTIVENESS
- how can you improve it? —————→ ENHANCEMENT

