

1.3.1 Development and Design of Assessment

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Policy area:	1.3 Assessment of Learners
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Purpose

The purpose of this procedure is to detail how KWETB provides an integrated balanced assessment design and development which accommodates quality assurance while supporting worthwhile learning.

Scope

This procedure applies to FET provision.

Preamble

The design and development of assessment traditionally focuses on measurement and results. Assessment should aim to improve the quality of student learning as it is an integral part of the learning process.

Learning Practitioner can engage in PD opportunities in assessment design and have access to the Further Education Support Service's (FESS) calendar of PD events. To support new Learning Practitioners, a micro learning platform is available which includes a unit on Devising Assessment.

For Further Education programmes, Common Award System assessment briefs are locally devised. Within FET Provision – Second Providers, assessment briefs are centrally devised, and Assessment Specification Instruments are used. FET Provision – Second Providers also operates using non QQI awards. Many of these non-QQI awards are developed by the awarding body.



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Principles of Assessment

Validity:	The instruments for assessment are valid for assessing learner evidence.
Reliability:	Assessment should produce comparable marks across time, methods and Learning Practitioners. Various contexts can make this challenging. Reliable assessment design is fit for purpose.
Effective:	Assessment has a grading function and a learning function. Assessment design must support effective learning.
Comparable and consistent:	Ensuring quality standards and fairness in summative assessments.
Equitable:	Assessment provides equal opportunities for learners to effectively demonstrated learning. This includes providing reasonable accommodations where these are requested and approved.
Practicable:	The assessment techniques are suitable to the learning outcome(s) and the correct resources and facilities are available to ensure fair and consistent conduct of assessment.
Transparent:	Guidance on, and rules of assessment should be clear, accurate, consistent and accessible to all learners and Learning Practitioners e.g.: identifying learning outcomes, assessment criteria, marking schemes, policies on extensions and extenuating circumstances are all in place and available.
Attributable:	Assessment design should detect and prevent assessment malpractice, collusion and plagiarism.

Procedure – 1.3.1 Development and Design of Assessment

1	The Learning Practitioner should review the assessment information and details in the relevant programme descriptor and review the learning outcomes.
2	Where possible, the Learning Practitioner should carry out a collaborative process with other Learning Practitioners to identify whether it may be possible to develop an integrated assessment.
3	The Learning Practitioner should draft assessment instruments.
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	<p>The assessment brief should be designed to allow the learner to appropriately make use of a wide range of media in presenting assessment evidence.</p> <p>The Learning Practitioner should devise a marking scheme.</p>
5	The Learning Practitioner should create/update the Local Devised Assessment per assessment period. The same assessment instruments should not be continually used from assessment period to assessment period.
6	<p>The Learning Practitioner should issue a draft copy of the Local Devised Assessment to the Centre Co-ordinator for review and filing.</p> <p>Exams and back-up exams should also be issued in advance to the Centre Co-ordinator.</p>
7	The Learning Practitioner should present the learner with an Assessment Brief which should include component details, timelines, instructions, assessment criteria and guidelines.
8	The Centre Co-ordinator should file all assessment material in a secure location either digitally or in hard copy.
9	If selected for External Authentication, the Co-ordinator should ensure that the assessment instrument and marking scheme is made available to the External Authenticator.

Link to other Policies/Procedures

1.3.3	Planning, Conducting and Concluding Assessment
1.3.11	External Authentication
1.3.7	Security of Assessment Materials



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