

HIGHER NATIONAL



THE NEXT GENERATION

Pilot Centre Themed
Conversations
Assessment Support

**HIGHER
NATIONAL**



PURPOSE

- Increase your confidence and improve assessment practice
- Provide an overview of assessment opportunities
- Share examples of assessment approaches
- Provide opportunities for participants to share experiences, successes and challenges
- Use experiences to inform future workshops and products



BIG PICTURE

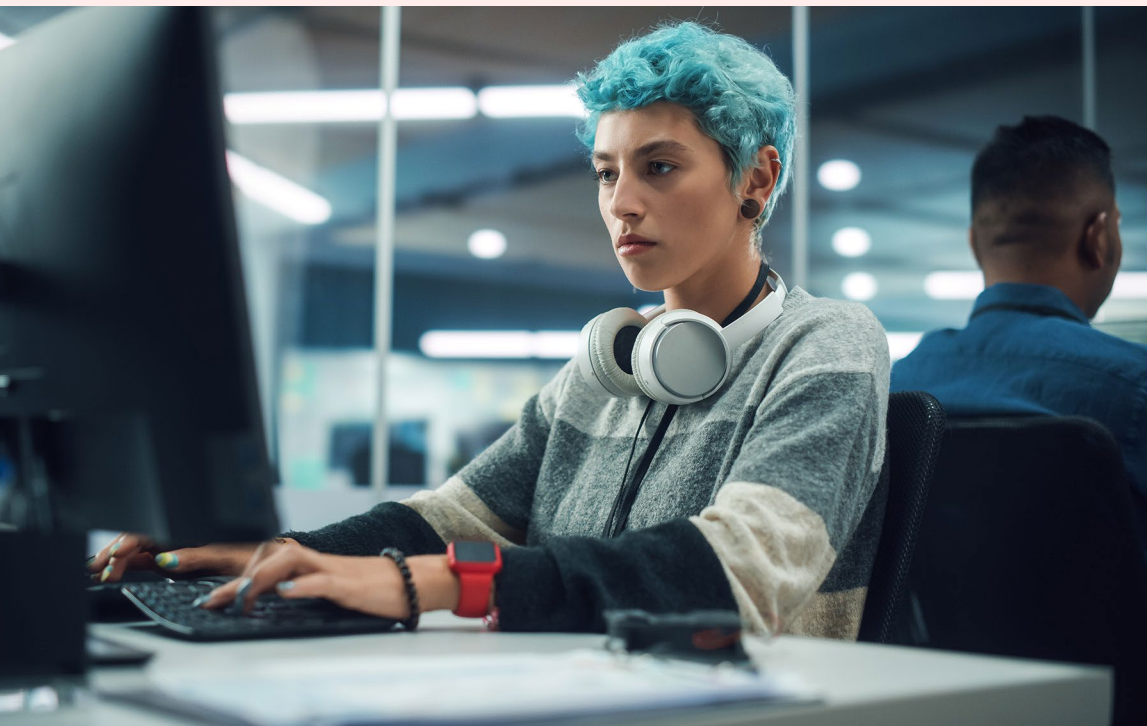
- Planning: course aims; unit requirements; sector context
- Collaboration and communication: delivery team, IQA, EQA
- Formative, diagnostic, summative
- Principles of assessment: valid, reliable, practicable, equitable and fair.



ASSESSMENT OPPORTUNITIES IN NEXTGEN

NextGen units can range from 1 up to 5 SQA credits in size, affording opportunity for project-based assessment and meeting the NextGen vision of bigger, fewer units.

NextGen units allow greater choice of forms of assessment evidence such as digital or the use of authentic problems or case studies.



ASSESSMENT STRATEGY

While the fewer, larger units in NextGen awards offers opportunities for reduction in assessment burden, it is also possible to combine and / or integrate assessments across two or more units to further reduce assessment.

Combining: the assessor brings together 2 or more assessments to create a single assessment that will allow a learner to demonstrate their knowledge, skills and understanding.

Integration: Allows the assessor to take knowledge, understanding and skills from across outcomes and /or units and develop a single assessment that will allow the learner to demonstrate competency across the outcomes / units.



ASSESSMENT STRATEGY

Why combine or integrate assessments?

- The assessment is more meaningful to learners.
- It takes less time than separate assessments.
- It gives assurances of overall competence.
- It avoids over-assessment and improves motivation.
- It aligns with flexible approaches to verification.
- It helps learners understand relationships between units, outcomes and topics.
- Allows synthesis of complementary knowledge and skillsets.



POINTS TO NOTE



- When you are integrating assessment across units, ensure that the content of the units is sufficiently related to make the assessment coherent and meaningful to learners.
- When combining assessments, ensure that the assessment task is of the same level of demand for the learner as the original individual assessment requirement.
- Some assessment methods (such as projects) lend themselves more easily to combining and / or integrating outcomes and units than others. Try to choose the more obvious opportunities and those that make the biggest impact in terms of reducing assessment.
- Avoid combinations that involve complex evidence requirements as this may be counterproductive and introduce unnecessary barriers.

SAMPLING

Sampling allows the assessor to infer competence by assessing a representative proportion of a learner's work, rather than every individual evidence requirement.

Sampling can help to reduce the volume of assessment for learners, particularly where assessing all the knowledge and/or skills would require a large volume of evidence.

No minimum size for a sample but needs to be large enough to give confidence that the learner is competent across the outcomes of the unit.

The sample should reflect the competence stated in the unit outcome and evidence requirements.

INFERENCE

Inference is the process of drawing conclusions about a learner's knowledge, understanding and skills from their performance and/or behaviour. This may be from a sample of the learner's work.

Inference is a crucial aspect of assessment as it allows meaningful interpretations of evidence to make judgments of learner progress.

Through careful design of an assessment of skills competence it is possible to also infer knowledge and understanding.

An example would be questioning the learner about choice of approaches or tools they were using when performing a task.

BREAKOUT ONE

Good practice in HNC Social Services and Childhood Practice

Diane Scott – VSA SVQ Centre

Isobel Lightbody – West College Scotland

Jane Henderson - SQA



BREAKOUT TWO

Innovation in HNC Accounting

Margaret Boyack - Edinburgh College

Grant Woollard - SQA

John Elliott - SQA





ASSESSMENT FUTURES

SQA's Guide to Assessment remains an invaluable source of definitions and sound advice and can be found here

https://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf

The OECD run webinars such as this recent one on 'Unleashing potential: rethinking assessment for 21st century learning'. Recordings can be found at <https://oecdutoday.com/oecd-education-webinars/>



FURTHER READING

- [Australian Learning & Teaching Council - Assessment 2020 report](#)
- [Phil Race: Assessment Digest](#)
- [QAA Guide to Assessment](#)
- [Engaging learners with authentic assessment scenarios in Computing - HEA Annual Conference 2017](#)
- [Authentic Assessment Methods: A Practical Handbook for Teaching Staff Part-I, Deakin University](#)
- [Essential frameworks for enhancing student success: Transforming Assessment in Higher Education Sam Elkington](#)
- [Guidelines for assessing competence in VET: Western Australia DTWD](#)
- [Integrative Assessment, Lancaster University](#)