

WorldSkills UK

Achieving excellence through dynamic assessment



Introductions

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Outcomes

- introduce international standards of assessment and excellence
- identify techniques to embed targeted assessment methods into the curriculum
- explore the potential opportunities to utilise standardised benchmarking resources to promote excellence



Where do you see excellence?



Environments

- in the workshop
- in the classroom
- in the workplace
- online



Activities

- behaviour
- results
- achievements
- personal development



Performance

- relating to specific skills
- relating to specific tasks
- use of technique
- innovation and creativity



Process

- refinements
- efficiencies / lean principles
- execution
- following regulatory process



Product / Outcome

- quality / finish
- design / functionality
- innovation

Something to consider

How do we inspire excellence?

How do we utilise assessment to deliver excellence?





High pressured environments to develop technical expertise

- simulates the workplace and **prepares them for employment**
- tests **coping strategies** if level of skill is affected by pressure
- compares their current level of working to **industrial standards**
- prepares the learner for **End Point Assessment (EPA)** to gain their qualification
- develops **self-sufficiency** and the ability to work independently.



Something to consider

Where do you see degrees of performance in your subject or skill area?





Pressure Tests

What are they:

Activities designed to assess a learner's performance in a specific action or task against a specific marking criteria.





Pressure Test Design

Technical Skills - What are the technical skills that your learners are generally weak at?

Employability Skills – What do your learners generally struggle with?

Frustrations – What are your frustrations with learner’s behaviour or performance?

Industry Ready – What skills or attributes do your learners not currently have in relation to industry?





Why write a marking scheme?

- To meet the specific development needs of a learner group
- To get the detail across of what an excellent performance looks like in the context of the skill
- To differentiate between small differences in performance level
- To encourage learner understanding and ownership of the standards
- To address any gaps in the current curriculum or assessment that you value, and you believe industry requires
- To target employability skills or particular attitudes and behaviours



Measurement marks



What are they?

- must be a question
- provides a precise result
- measurement or process has been completed
- yes or no answer
- quantifiable or measurable quality
- objective
- if the means of measurement has been determined in advance, there should be no disagreement.

How to write Measurement marks

- avoid ambiguous wording
- ensure it is clear to all that may use it – consider how, why, what, when, where
- ensure the criteria is detailed so that the learner knows how to achieve excellence
- ensure the criteria is posed as a question



Judgement marks

0 1 2 3

What are they?

- provides an opportunity to differentiate skill level
- marked using a four point system of 0 – 3 using descriptors to standardise judging
- can be used across a range of creative, functional, technical and soft skills
- make subjective decisions more measurable.

How to write a judgement mark

- avoid ambiguous wording
- avoid too much criteria in one descriptor
- add in the overall aspect (title)
- ensure it is clear to all that may use it
- for a mark of 3, list what you are expecting to see as the highest standard for that particular level of learner / group



Example of marking criteria

Skill	Measurement mark	Judgement mark
Beauty Therapy	The learner has washed their hands prior to treatment	All lashes are tinted from root to tip: 0 – four or more lashes have not been covered 1 – three lashes have not been covered 2 – one or two lashes have not been covered 3 – all lashes are covered
Floristry	The design is water tight and must not leak	Composition (style/expression): 0 – No defined style presented or various design styles presented of equal value 1 – Various design styles presented with dominance of one style 2 – Design style presented with dominance of one style 3 – Dominant design style presented with complex application

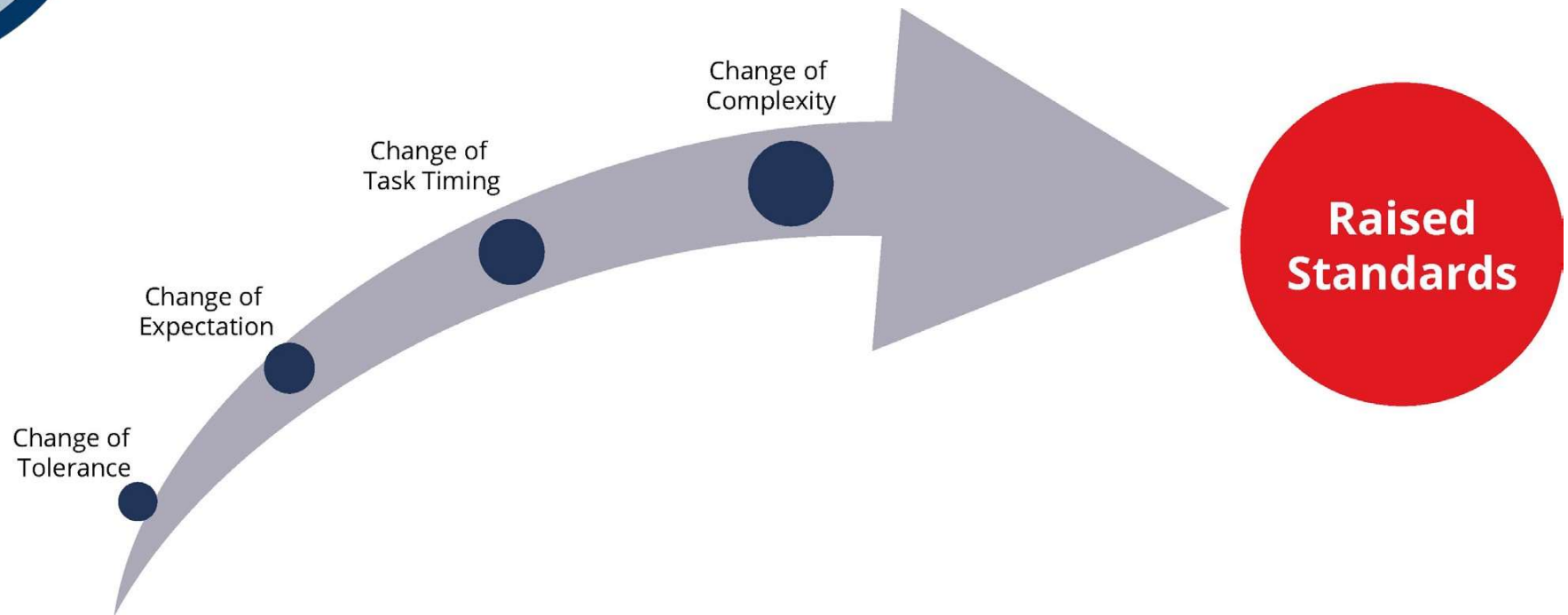


Example of marking criteria

Skill	Measurement mark	Judgement mark
Painting and Decorating	Check surface area for reference marks including cut marks. Viewed from 1m. Deduct 0.25 marks for each reference point found. deduct a further 0.25 for each additional 20mmx20mm area. (If there is 8 or more defects all marks are lost)	Wallpaper impression – overall appearance: 0 – No pattern match, pattern not horizontal, is not balanced within the given area, incomplete application 1 – Complete and matches pattern +/- 1mm between 150cm – 170cm but not balanced in the given area 2 – Complete and has 70% pattern match +/- 1mm and is balanced within the given area 3 – Complete and has no loss of pattern match +/- 1mm over 90% and is balanced within the given area
Autobody Repair	The cut on the panel gap is between + or – 1mm. Deduct 0.1 mark for every starting 5mm out of tolerance.	The finish of the repaired panel: 0 – the repair has not been attempted 1 – the panel contains both low and high areas 2 – the panel contains only one low area 3 – the panel is ready for the application of paint



Progressive approach



Something to consider

How can we build a pathway to excellence using assessment?

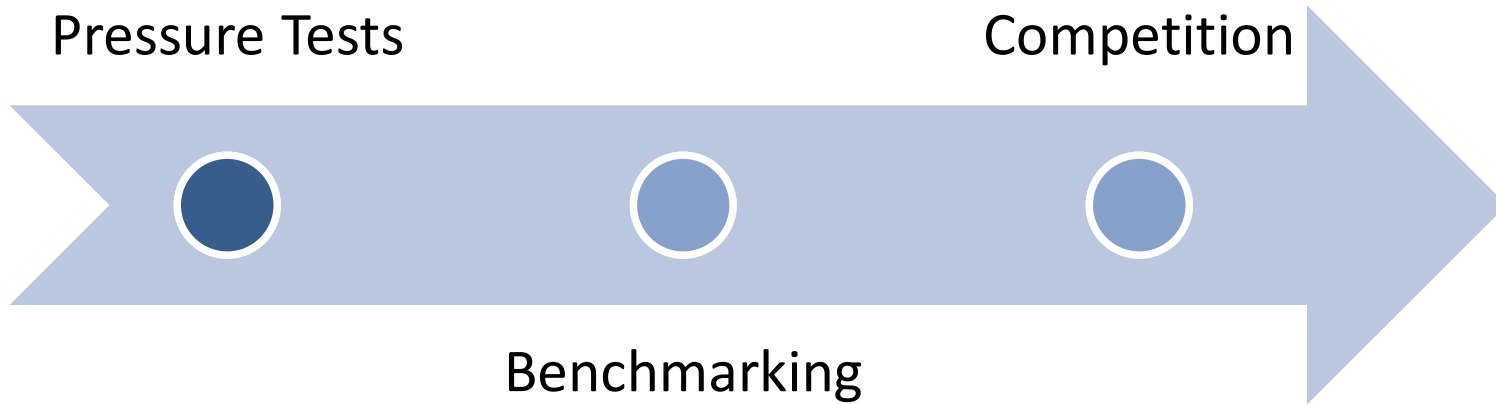




Embedding assessment

Pressure Tests

Competition



Benchmarking
Resources

Benchmarking Resources

3D Digital Game Art	Beauty Therapy Practitioner	Hairdressing	Metal Fabricator
Automotive Body Repair	Commercial Make-Up	Health and Social Care	Network Infrastructure Technician
Automotive Refinishing	Digital Construction	Heavy Vehicle Technology	Plumbing
Automotive Technology	Digital Media Production	IT Support Technician	Restaurant Services
Beauty Therapy	Electrical Installation	Laboratory Technician	Website Development



Thank you

Any questions?

