

LSILADD11

Internally monitor and maintain the quality of assessment



Overview

This standard is about monitoring assessment processes and decisions within an organisation, and helping to maintain and improve the quality of assessment.

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Performance criteria

- You must be able to:*
- P1 plan and prepare monitoring activities according to the requirements of own role
 - P2 determine whether assessment processes and systems meet and operate according to quality requirements
 - P3 check that assessors meet the requirements for their role
 - P4 check that assessments are planned, prepared for and carried out according to agreed procedures
 - P5 check that assessment methods are safe, fair, valid and reliable
 - P6 check that assessment decisions are made using specified criteria
 - P7 compare assessor decisions to ensure they are consistent
 - P8 provide assessors with feedback, advice and support to help them maintain and improve their assessment practice
 - P9 work with others to ensure the standardisation of assessment practice and outcomes
 - P10 follow agreed procedures when there are significant concerns about the quality of assessment
 - P11 follow agreed procedures for the recording, storing, reporting and confidentiality of information

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Knowledge and understanding

You need to know and understand:

- K1 the current quality requirements for assessment processes and systems in their area of responsibility
- K2 the key concepts and principles of quality assurance
- K3 the key concepts and principles of assessment
- K4 the role of the assessor and the relevant requirements of the role
- K5 the roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles
- K6 the agreed procedures for planning, preparing for and carrying out assessments
- K7 techniques for sampling evidence of assessment, including making appropriate use of technology
- K8 appropriate criteria for judging the quality of the assessment process
- K9 how to ensure the health and safety of the learner is maintained during assessment
- K10 the uses, benefits and drawbacks of different assessment methods
- K11 the types of feedback, support and advice that assessors need and how to meet these needs
- K12 issues related to equality, diversity and if relevant, bilingualism, that may affect assessment and quality assurance, and how to address these
- K13 procedures to follow when there are concerns about the quality of assessment: when and how to use them
- K14 standardisation processes and how to co-ordinate and contribute to these
- K15 the procedures to follow when there are disputes concerning assessment and quality assurance
- K16 procedures to follow when planning and preparing for, carrying out and recording monitoring activity
- K17 the requirements for information management, data protection and confidentiality in relation to assessment and quality assurance
- K18 the value and purpose of continuing professional development for assessment and quality assurance practitioners

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Additional Information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

<http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standards-and-qualifications/standards/learning-and-development-national-occupational-standards/>

Glossary

Assessment method

For example, observation, questioning, checking products of work, setting assignments

Candidate

The learner being assessed

Equality

A state of fair treatment that is the right of all people regardless of differences in culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic

Diversity

Acknowledging that each individual is unique, and recognizing our individual differences in culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic

Organisation

For example, an awarding organisation, internal department or any other organisation involved in assessment

Reliable

Consistently achieves the same results with the same (or similar) group of learners

Requirements for their role

This could include holding an assessor qualification and/or being expert in the subject being assessed

Sufficient

Enough evidence as specified in Evidence Requirements or Assessment Strategy

Valid

Relevant to the criteria against which the candidate is being assessed

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