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.
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
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

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**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Measurement mark</th>
<th>Judgement mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty Therapy</td>
<td>The learner has washed their hands prior to treatment</td>
<td>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</td>
</tr>
<tr>
<td>Floristry</td>
<td>The design is water tight and must not leak</td>
<td>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</td>
</tr>
</tbody>
</table>
## Example of marking criteria

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<tr>
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<tbody>
<tr>
<td>Painting and Decorating</td>
<td>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)</td>
<td>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</td>
</tr>
<tr>
<td>Autobody Repair</td>
<td>The cut on the panel gap is between + or - 1mm. Deduct 0.1 mark for every starting 5mm out of tolerance.</td>
<td>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</td>
</tr>
</tbody>
</table>
Progressive approach

- Change of Tolerance
- Change of Expectation
- Change of Task Timing
- Change of Complexity

Raised Standards
Something to consider

How can we build a pathway to excellence using assessment?
Embedding assessment

Pressure Tests

Benchmarking Resources

Competition
## Benchmarking Resources

<table>
<thead>
<tr>
<th>3D Digital Game Art</th>
<th>Beauty Therapy Practitioner</th>
<th>Hairdressing</th>
<th>Metal Fabricator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Body Repair</td>
<td>Commercial Make-Up</td>
<td>Health and Social Care</td>
<td>Network Infrastructure Technician</td>
</tr>
<tr>
<td>Automotive Refinishing</td>
<td>Digital Construction</td>
<td>Heavy Vehicle Technology</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Digital Media Production</td>
<td>IT Support Technician</td>
<td>Restaurant Services</td>
</tr>
<tr>
<td>Beauty Therapy</td>
<td>Electrical Installation</td>
<td>Laboratory Technician</td>
<td>Website Development</td>
</tr>
</tbody>
</table>
Thank you

Any questions?