

## **UPDATING QUALIFIED ASSESSORS/IQAs TO THE NEW TAQA STANDARDS**

There is no requirement for existing assessors and IQAs, who hold A and V or D32-4 qualifications, to undertake the new suite of TAQA qualifications. However, Awarding Bodies, SFA and Ofsted will all expect to see evidence in CPD records that assessors and IQAs have been trained and are competent to the new standards.

Ashwood Learning has experience in training assessors and IQAs of varying levels of experience to the TAQA standards. As experts in teacher training as well, we can interpret the TAQA standards in their full context. Our emphasis is, nevertheless, always on the *practical* application of the theory. All our workshops focus on the efficient and effective use of assessment to improve learner success.

We have delivered programmes lasting between half a day and two days for qualified assessors/IQAs. We recommend a minimum of one day for assessors/IQAs who have not already undertaken update training to the new standards. Half day CPD “masterclasses” can be arranged for those who have undertaken update training but need to improve their skills in specialist techniques, such as the design and evaluation of assessment tools.

### **Topics for TAQA Update Training**

The list below illustrates the kinds of topics we normally cover in TAQA update training. For each organisation, we identify specific training needs of a particular group of assessors and IQAs and design a programme to meet those needs.

The emphasis of all sessions in a training programme is on practice.

Topics can include all or a selection of the following:

- The purposes and structure of the TAQA standards
- The differences from previous standards
- The roles of assessors and IQAs in relation to QCF qualifications
- The purposes of Initial, Formative and Summative assessment
- The links between TAQA standards and the Learning and Development standards, PTLLS and CTLLS
- Theories of assessment in the context of vocational training – crucially, how the concepts of validity and reliability apply to assessment practice
- Choosing appropriate assessment methods to test Skills, Knowledge and Attitudes
- The advantages and disadvantages of methods used to assess occupational competence in the work environment – observation,

examination of products, questioning, discussion with learners, witness testimony, learner statement, RPL

- The advantages and disadvantages of assessment methods used to assess vocational skills, knowledge and understanding in off-the-job training (including Key Skills) – simulations, skills tests, questions, assignments, projects, case studies and RPL
- How to use formative assessment to improve learner success (progress reviews, target setting, feedback, motivation)
- How to improve the efficiency and effectiveness of assessment – assessment planning, holistic assessment, use of technology
- How assessors can support Quality Assurance of assessment
- The legal and regulatory context for assessment and best practice in Equality and Diversity
- Designing and evaluating assessment tools – written questions and tests, assignments and projects, observation and other assessment records
- How to use peer and self assessment
- How to involve learners in the assessment process
- Self-assessment and planning CPD

Further topics can be included, according to the needs of participants.

To discuss your organisation's particular needs, contact Nick Ashby on 01202 871114 or email [nick@ashwoodlearning.co.uk](mailto:nick@ashwoodlearning.co.uk). For information on Ashwood Learning's full range of services go to [www.ashwoodlearning.co.uk](http://www.ashwoodlearning.co.uk).

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