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ABSTRACT

This booklet is designed to assist General National Vocational Qualifications (GNVQ) coordinators, National Vocational Qualifications (NVQ) coordinators, staff development managers, enterprise unit managers, and assessor training coordinators in ensuring that sufficient numbers of staff members at British further education colleges are trained and certified as assessors and internal verifiers. Discussed in Section 1 are the various national standards for assessment and verification and existing assessor certification requirements. The purposes and scope of the process of training and accrediting staff as assessors and internal verifiers are clarified in Section 2. Weighed in Section 3 are various considerations in choosing an awarding body. The following assessor/verifier training delivery models are described in Section 4: external consultants, a consortium approach, external courses, a systemic model, internal consultancy, a combination internal consultancy/systemic model, and an exponential approach. Outlined in Section 5 are the steps in the training implementation process. Chapters 6 and 7 deal with resourcing and quality assurance, respectively. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

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STANDARDS *IN ACTION*

Using National Standards for Human Resource Management and Development in Further Education.

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STANDARDS IN ACTION

This pack is divided into a series of five booklets. Detailed contents lists are provided at the beginning of each booklet.

BOOKLET ONE: LAYING THE FOUNDATIONS

- provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles;
- introduces the principles, processes and roles common to the use of standards for a variety of HRM and HRD purposes;
- resources: an index to further reading and sources of information is provided.

BOOKLET TWO: USING NATIONAL STANDARDS IN APPRAISAL

- describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

BOOKLET THREE: ASSESSOR AND INTERNAL VERIFIER AWARDS

- provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary, are trained and certificated as assessors and internal verifiers.

BOOKLET FOUR: STANDARDS-BASED MANAGEMENT DEVELOPMENT

- describes how Management Standards can be used to develop and accredit management competence within colleges.

BOOKLET FIVE: STANDARDS-BASED INITIAL TEACHER TRAINING

- explores the use of national standards (TDLB and MCI) to structure work-based initial teacher training.

A note on terminology

*The term **accreditation** is commonly used to denote the achievement of qualifications by individuals. However, **accreditation** has also been adopted as the technical term to denote approval by an 'accrediting body' (e.g. NCVQ, SCOTVEC) of qualifications put forward by awarding bodies, and approval of an awarding body to offer, administer and maintain the quality of specified qualifications. For this reason the accrediting bodies are currently encouraging a shift in the use of terminology, so that:*
***certification** will be used to denote achievement of qualifications by individuals*

and

***accreditation** will be used to denote the approval and quality control role of accrediting bodies.*

To avoid confusing readers, and in recognition of current usage, the use of the term **accreditation** to describe the achievement of qualifications has generally been retained in this publication, with the exception of Booklet Three. Since *Booklet Three: Assessor and Internal Verifier Awards* is specifically concerned with enabling staff to achieve certificates of unit credit, the term **certificated** has been used.

The extent to which individual readers will be familiar with national standards will vary. Some basic background information has therefore been included. We hope that the presentation of the material will enable individual users to find their way efficiently to the sections of interest to them.

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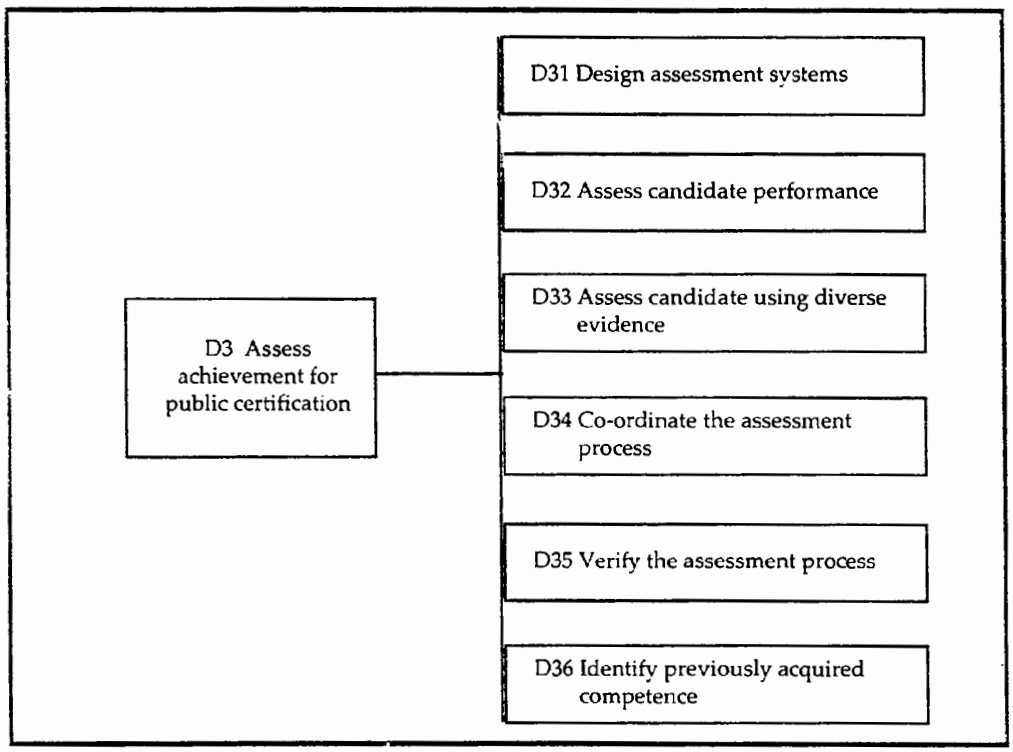
1. *Introduction*

NATIONAL STANDARDS FOR ASSESSMENT AND VERIFICATION

The TDLB standards include the national standards for assessment and verification. These were developed in collaboration with NCVQ, SCOTVEC and the awarding bodies. The training and certification, against national standards, of personnel involved in the assessment and verification of NVQs (assessors, APL advisers, internal verifiers, external verifiers), is seen as key to the quality, consistency and validity of National Vocational Qualifications (NVQs) across all vocational sectors.

There are six units within the standards developed by TDLB that are intended to underpin the quality of assessment and verification in relation to NVQs and General National Vocational Qualifications (GNVQs). These are shown below.



D32 (TD10)

'**Assess candidate performance**' is designed for the 'front line' assessor who will normally be a supervisor, manager or trainer in the work place, or a college tutor. It assumes that assessment takes place locally, primarily through the observation of performance and examination of the outcomes of such performance, supported by questioning to assess underpinning knowledge and understanding.

D33 (TD11)

'**Assess candidate using diverse evidence**' is designed for the assessor who will need to draw upon a wide range of sources of evidence in making an assessment decision. These sources will include judgements made by other assessors, candidate and peer reports, candidate prior achievements and direct assessment.

D34 (TD12)

'**Co-ordinate the assessment process**' is designed for the internal verifier. This is a key role in assuring the necessary quality in assessment arrangements and undertaking internal verification of assessment practice.

D35 (TD13)

'**Verify the assessment process**' relates to the external verifier role. The external verifier provides a key link in the quality assurance chain, supporting and advising centres and reporting back to the awarding body. External verifiers are normally employed by awarding bodies to act as their agents.

D36 (TD14)

'**Identify previously acquired competence**' is concerned with what is commonly known as the accreditation of prior learning (APL). It covers the role of assisting individuals to identify their existing competence and to prepare portfolios for assessment. This role is normally separate from the assessment process itself.

The national standards for assessment and verificaion are now available from a number of awarding bodies as free-standing units or as packages of units, recognised by the award of a Certificate of Unit Credit. (This is the official name for certificates listing individual units awarded separately from a full NVQ qualification.)

Although these units may be embedded within full NVQs (e.g. NVQs in training and development, or supervision), the majority of assessors and verifiers are expected to have their competence in these functions certificated initially as free-standing units. These units cannot themselves constitute an NVQ because they are too limited in scope.

Assessor and verifier standards come under the TDLB 'D3' sub-area heading, '**Assess Achievement for Public Certification**'. Although there are other forms of public certification currently available, the assessor and verifier units are designed specifically to underpin the quality of a *competence or outcomes-based* model of assessment, i.e. competence or achievement assessed on the basis of evidence that an individual meets the specified performance criteria, in a specified range of contexts, (including requirements for relevant knowledge and understanding). Although familiarity with this approach is likely to benefit the quality of a college's service generally, other approaches can be supported by standards located elsewhere in the TDLB framework, e.g.

C273 Monitor and assess the effectiveness of the learning process

D221 Evaluate individual and group performance against objectives

D233 Provide feedback to individuals on their achievements

Existing standards may need to be supplemented by additional standards (generated by the TDLB, or perhaps an education lead body) to reflect the current range of assessment practice more fully.

TDLB field trials indicated that the existing standards for assessment may need to be modified (e.g. by augmenting the performance criteria) in due course, in order to reflect and foster a more active role for candidates in the assessment process, and to emphasise the need for effective communication between the assessor and candidate, e.g. when giving feedback on an assessment decision. (For details see *TDLB Guidelines for Implementation*, March 1992).

CERTIFICATION — A REQUIREMENT?

The National Council for Vocational Qualifications (NCVQ) is responsible for maintaining the quality of assessment within the NVQ framework and wishes to move to a position where all assessors and verifiers are qualified to carry out the functions they need to perform. A condition is currently attached to all new NCVQ contracts for accreditation, which requires awarding bodies to:

> 'Strengthen the arrangements for ensuring the competence of assessors and verifiers by the adoption of the appropriate units from the national standards for these roles, in regard to:
>
> — ensuring the competence of assessors;
> — selecting, training and reviewing the performance of verifiers;
> — implementing a system of certification for relevant units.'
>
> (*NVQ Criteria and Guidance* March, 1991)

NCVQ's *Common Accord* (August 1993) outlines a common Code of Practice agreed by the awarding bodies as a way of maintaining comparability across the awarding bodies, and quality within the NVQ assessment and verification processes. The Accord states that:

> The eventual target is for assessors and verifiers to be qualified in the following units:
>
> | | |
> |---|---|
> | **Assessors** | **D32 AND/OR D33** |
> | **Internal verifiers** | **D34,** D32 and D33 |
> | **External verifiers** | **D35**, D32 and D33 |
>
> It is recognised that this is not immediately achievable, so NCVQ will require that by April 1995 external and internal verifiers should be qualified with the single unit indicated in bold type. Also by April 1995 approval arrangements for centres should require that they have action plans to certificate all existing and new assessors within an agreed timescale. From this date assessment decisions by assessors who are still working towards certification should normally be supported by an assessor or verifier who has gained certification.
>
> Assessors, internal verifiers and external verifiers will all need some background which will enable them to judge whether a candidate's performance is meeting the specified standards of occupational competence. It is recognised that the precise background that would be appropriate will vary between sectors and roles. A standard requirement for occupational background would thus be inappropriate. Instead for each award the awarding body should specify the occupational competence or experience considered necessary to perform each role.
>
> *Awarding Bodies Common Accord* , *NCVQ*, (August 1993)

The requirements of the Common Accord will be incorporated in revised guidance due for publication by NCVQ early in 1994, when the contractual arrangements with awarding bodies will also be revised.

GNVQs

Centres offering GNVQs will also need staff trained as assessors and internal verifiers. Although certification is not yet (Autumn 1993) an invariable requirement, this flexibility is not likely to extend beyond the initial phases of GNVQ introduction.

Initial Teacher Training

Since colleges are a major provider of vocational education and training, it is desirable that staff are qualified as assessors and internal verifiers. It is therefore likely that assessor units will be included in initial teacher training programmes in future. Some colleges are exploring the benefits to the college as a whole of ensuring that the majority of their staff are accredited as assessors.

2. *Clarifying purposes and scope*

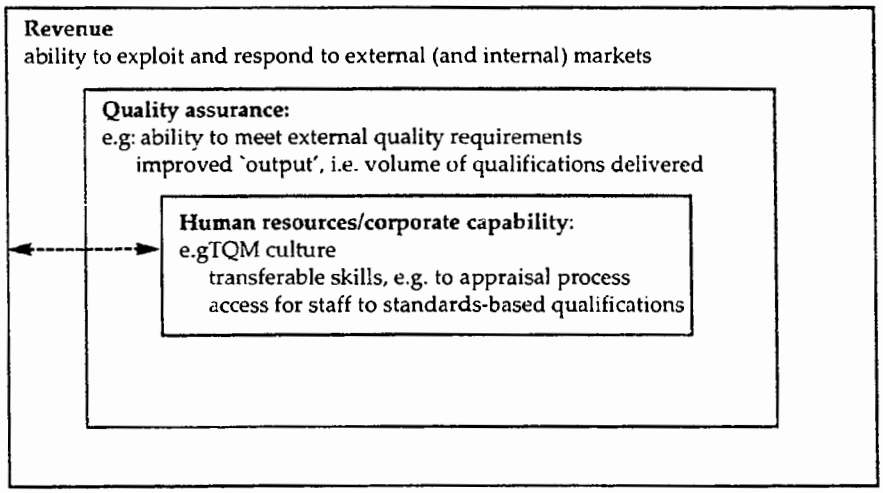
GENERAL STRATEGY

Training and accreditation of staff as assessors and internal verifiers to national standards can be seen as:

- a targeted activity for a limited number of staff, i.e. those who are immediately or imminently to be involved in the delivery of NVQs or GNVQs;

or

- a corporate college aim for the majority of staff, in terms of strategic capability and quality assurance. The benefits of assessor and internal verification training and certification for staff in FE can be grouped under three connected headings: **revenue; quality assurance; human resources/corporate capability**.



Potential benefits of assessor and internal verifier training for FE colleges

The way in which a college defines the purpose and scope of assessor training for its staff will not only influence the number of staff involved, the delivery model adopted and consequent resource implications. It will, of course, also affect the extent of the benefits which will accrue to the college as a result.

Targeting training and certification on a limited number or section of staff is likely to bring specific benefits, under the headings of revenue and quality assurance. It is not, however, likely to make any significant impact on the overall quality of the college service by contributing to the college culture.

Some colleges will choose to proceed incrementally, as part of a long term plan.

When considering the purpose and scope of assessor and internal verifier training in a particular college, the following factors could be considered.

REVENUE

i) Economic survival

The college's ability to provide access to NVQs and GNVQs could have important consequences for its continuing role as a provider of vocational education and training, and consequently for its economic survival, e.g.

- the replacement of existing qualifications by NVQs and GNVQs will mean a loss of business to colleges which are unable to deliver them;
- the establishment of National Targets for Education and Training is leading to the further development of output-related funding systems for further education;
- the government's declared intention is to fund all part-time vocational education and training for 16-19s by means of training credits, tied to the achievement of NVQs, by 1996.

ii) Exploitation of new markets

Colleges licensed as centres to deliver NVQs, with staff trained and accredited as assessors, APL advisers and internal verifiers, will be able to exploit new markets, e.g.:

- as providers of assessor training (and assessment) for workplace supervisors and staff from other colleges. This will include staff from sixth-form colleges and schools preparing to offer GNVQs;
- assessment and certification of non-Burnham vocational specialist staff to provide in-company assessment, perhaps on a contract basis;
- as providers of standards-based qualifications (e.g. Management Standards) for staff in other organisations.

QUALITY ASSURANCE

The Common Accord sets target dates for the qualifications of NVQ assessors and verifiers (see **Certification: a requirement, p.3**). Similar arrangements will almost certainly be introduced for GNVQ assessors and verifiers in the near future.

Certification of staff as assessors may be specified within the contracts of external purchasers of training (i.e. may be necessary for contract compliance), for example by TECs. Certification against national standards could provide an alternative (or adjunct) to other means of underwriting quality.

If the majority of staff in a college work towards certification as assessors, it is likely to contribute significantly to the development of a 'total quality management' culture, promote consistency of approach, improve practice, and hence the overall quality of the college service to learners and other clients.

HUMAN RESOURCES — CORPORATE CAPABILITY

Preparation for the assessor award develops transferable skills and focuses on processes that have a number of applications within the college, e.g. familiarity with the process of collecting and assessing performance evidence and skills in giving feedback, will improve the quality and value of the appraisal process.

Members of staff who have obtained certification as assessors or APL advisers will be able to provide access for colleagues within the organisation to relevant standards-based qualifications.

The experience of undertaking assessor or internal verifier awards is reported to be a potent form of NVQ and GNVQ staff development. Members of staff are able to explore, at first hand, the requirements and processes associated with standards-based qualifications, e.g. the use of performance criteria, the collection, presentation and assessment of performance evidence, the relationship between learning experiences and assessment opportunities, and most importantly, how it feels to be a 'candidate'.

Models for assessor and internal verifier training, based on the simultaneous participation of whole teams with their team leaders, can be very effective as a means of team building, while improving practice and promoting consistency.

Models for assessor and internal verifier training which involve staff from a number of different sections within the college can promote cross fertilisation of good practice, cohesion and consistency across separate areas of the college, and contribute to the development of a 'corporate' culture.

Manchester College of Arts and Technology is using the training and certification of staff as assessors, internal verifiers and APL advisers, as a means of developing a shared culture and capability within a large, recently merged college (three colleges into one). This is seen as a major corporate project, linking preparation for NVQs and GNVQs, the introduction of appraisal, the establishment of TQM, and the effective management of human resources.

Staff experienced in NVQ assessment from the college's Management Development and Consultancy Department have provided the expertise to launch and support a major 'outward cascade', which is working systematically through all the curriculum areas of the college, both vocational and non-vocational. Heads of departments and the vice-principal have also undergone training and obtained certification as assessors and internal verifiers.

The fact that staff at all levels within the institution are working through the same processes and the same standards, is felt to be a powerful unifying process, as well as placing the college in a strong position as a provider in a competitive market, well prepared for funding systems in which resources are related to achievements.

3. *Choosing an awarding body*

1. GENERAL

Awards for assessors and internal verifiers are available from a number of awarding bodies, including:

- BTEC
- City and Guilds
- ITD (Institute of Training and Development)
- RSA
- SCOTVEC
- Pitmans

Colleges will need to consider which is the most appropriate awarding body for their needs.

Since the awards are based on national standards, any variation between the 'brands' should be relatively superficial, e.g. cost factors; packaging; verification arrangements.

NCVQ is insistent that lead bodies and awarding bodies must recognise assessor and internal verifier awards based on TDLB standards awarded by other awarding bodies, and that restrictive practices will be strongly discouraged. Such recognition applies to competence in the general processes of assessment and verification. However, the Awarding Bodies Common Accord (NCVQ August 1993) recommends that assessors and verifiers should be experienced and/or qualified in the appropriate occupational area (see **Certification: a requirement?** p.4 above).

2. VARIATIONS

Although all the awards are based on TDLB 'D3' units and are available as certificated free-standing units, there is considerable variation in terms of:

i) ' delivery modes' available

for example:

- attendance at introductory workshops provided by the awarding body;
- in-house 'delivery' and assessment by the centre, with only the external verification provided by the awarding body;
- assessment by representatives of the awarding body.

ii) **costs**

and the way in which these costs are assembled. There may or may not be separate charges for:

- centre approval
- candidate registration
- attendance at workshops
- supporting materials
- centre visits
- each unit or a package of units

iii) quality and function of supporting documentation provided

- for in-house `trainers'
- for candidates
- for scheme adminstration

2 MAKING THE CHOICE

Colleges will need to consider whether it is more advantageous to:

i) choose one awarding body

for the certification of all college staff as assessors and internal verifiers — in which case it may be preferable to choose a 'neutral' awarding body, i.e. an awarding body that is not identified with any particular area of the colleges' work;

or

ii) choose awarding bodies to correspond with the work of the staff who will be undertaking the awards. e.g.

- City and Guilds assessor and internal verifier awards for staff working on City and Guilds programmes;
- BTEC awards for staff working on BTEC programmes.

In making this choice it is worth bearing in mind the following factors:

i) choosing the `brand' of assessor award to correspond with areas of college work will almost inevitably result in the college offering a number of different `brands' of the same award to different groups of staff;

Advantages	**Disadvantages**
Possible saving on centre approval fees because the college is already a recognised centre (depending on awarding body requirements).	A range of different supporting materials will be in use.
Multiple `centre approval' for assessor and internal verifier awards from a number of awarding bodies, will enable the college to exploit a range of external markets.	Subtle differences in assessment requirements may be operating.
ii) Depending on the delivery model	It will be necessary to liaise with different external verifiers, resulting in the need to co-ordinate a number of different visits, schedules for availability of candidates' portfolios, etc.

adopted by the college (e.g. corporate approach or separate delivery within discrete curriculum areas), involvement with more than one awarding body may not be an issue.

Shopping around

Colleges are advised to 'shop around' the various awarding bodies and providers to find the most suitable and attractive offer. An address list of relevant awarding bodies is provided on page 20. 'Consumer guides' may be available from umbrella organisations, e.g. Regional Advisory Councils, TECs. (See the resources list on page 20)

4. *Delivery models*

In keeping with NCVQ criteria, participation in 'training' is not a requirement for obtaining certification as a competent assessor or verifier. Competence is assessed by reference to evidence that the candidate has met the relevant performance criteria, regardless of how the competence is acquired. However, all candidates will need opportunities to explore the requirements and parameters of the awards, and will benefit from opportunities to compare experiences with others.

In order to get started on certificating staff as assessors and internal verifiers, colleges need access to certificated assessors! This apparent impasse can be resolved by:

1. IMPORTING AN EXTERNAL CONSULTANT

to take an initial cohort of assessors through the accreditation process. Such consultants may be located by contacting, for example:

- RACs or their successor organisations;
- ATOs;
- TECs;
- awarding bodies;
- neighbouring colleges.

2. USING A CONSORTIUM APPROACH

Despite the current climate of competition between incorporated colleges, there may be benefits in sharing the cost of an external consultant to deliver the first phase of training and assessment leading to certification;

3. USING EXTERNAL 'COURSES'

for a few targeted individuals, leading to certification as assessors. Such packages are offered by, for example:

- some awarding bodies/lead bodies
- some RACs
- ATOs
- some colleges

These targeted individuals will need to be able to take colleagues through the certification process, in house, following their own achievement of the award.

4. A SYSTEMIC MODEL

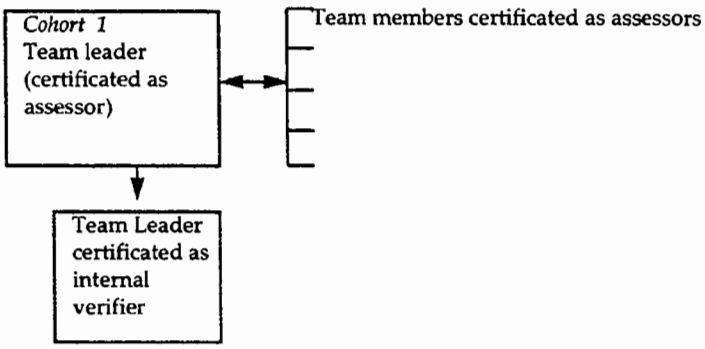
The small group which has achieved certification as assessors (Cohort I) is subsequently responsible for taking colleagues through the process. In doing so they may choose to gain evidence for certification as internal verifiers or APL advisers.

Likely candidates for the group include:

- team leaders or their nominee;
- programme leaders or their nominee;

- individuals who are experienced in delivering NVQs;
- individuals who are experienced and skilled in staff development role with colleagues (and experienced in the relevant occupational or subject area).

Team leaders could work simultaneously with all the members of their team on gaining the assessor award. This is likely to be very effective in both team building and in enhancing the quality and consistency of the service subsequently provided to learners and other clients.



Systemic model

5. INTERNAL CONSULTANCY

One or two individuals take responsibility in the college for delivering assessor training, and taking staff through the assessment process. A substantial part of their time is devoted to this work (e.g. by internal secondment, or as part of an associated role, e.g. as external training consultants). The individual(s) may be chosen because they have a background in, for example:

- staff development
- training
- involvement with NVQs
- early experience in assessor training
- a role as an external verifier for an awarding body

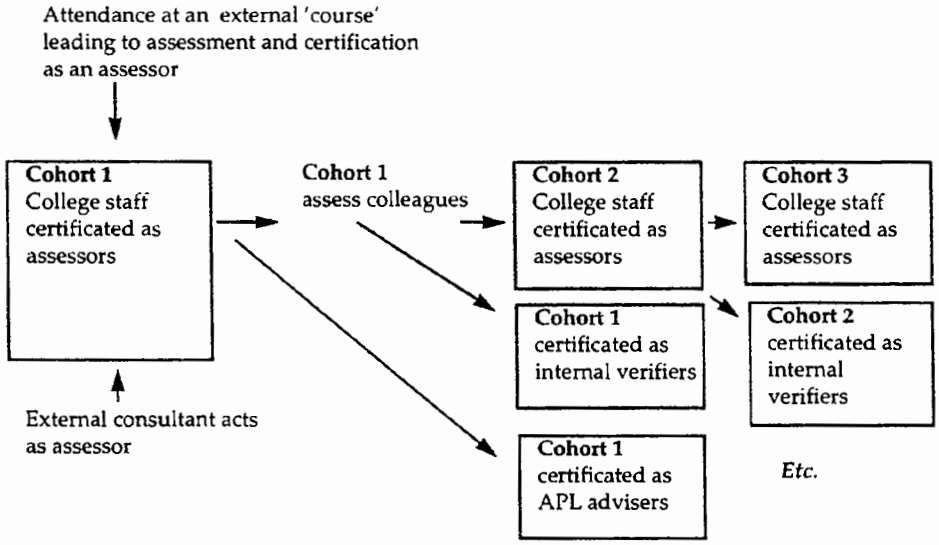
They, themselves, will of course need to be certificated as assessors and internal verifiers.

6. A COMBINATION OF INTERNAL CONSULTANCY AND THE SYSTEMIC MODEL

7. AN EXPONENTIAL APPROACH

Once one or more members of the college staff have achieved an assessor award, it will be possible for them to obtain evidence for certification as internal verifiers, by taking colleagues through the assessment process to become certificated assessors.

The number of college staff certificated as assessors and internal verifiers can then be increased exponentially as illustrated by the diagram on p.14.



Exponential approach (Cascade)

This exponential approach can be used:

i) within a vocational sector

For example, Cohort 1 consists of one member of staff from each vocational sector in which NVQs or GNVQs are already in place. They each attend a packaged course leading to certification offered by an awarding body relevant to their particular vocational sector.

The advantage is familiarity with the particular requirements and supporting materials of the awarding body, relevant to the specific awards they will be assessing.

ii) across vocational sectors

Cohort 1 consists of one member of staff from each targeted vocational sector. An external 'consultant' works with them as a 'mixed' group stressing the generic processes underlying assessment. Members of the group can consider the practical application of national assessment standards within different vocational contexts.

The advantage is the promotion of a shared college culture and approach to assessment across vocational sectors, departments, teams.

The 'economic' and 'human resource' benefits of the exponential approach can only be realised if one or more members of each cohort subsequently has a role in relation to the assessment of other staff in the college. Attendance at external 'courses' to gain certification as an assessor is relatively expensive in terms of investment in individuals who may subsequently leave the college.

The fact that a large number of staff will be addressing the same standards and undergoing the same processes, is likely to have a powerful impact on the culture of the college, and the quality and consistency of its service.

5. *Implementation*

1. THE PROCESS

Whatever delivery model is adopted, those seeking certification as assessors will need to participate in the same processes, namely:

- familiarisation with the standards, and requirements of the award;
- audit of existing competence, gaps, and training needs;
- drawing up an individual action/assessment plan;
- opportunity to explore what kinds of evidence are appropriate and how it should be presented;
- support in preparing a portfolio of evidence for assessment;
- gathering evidence of competent performance
- submission of portfolio of evidence for assessment
- opportunity to receive feedback on the assessment decision, and advice on any requirements for further action in order to achieve certification.

2. IMPLEMENTATION

Group sessions, as well as being economical, will provide the benefits of learning from the experience of others, peer support and promotion of mutual understanding across boundaries.

All participants in the process will need support, e.g. mentors, assessors, internal verifiers. This could be achieved by means of workshops, or by establishing clusters of colleagues for mutual support, comparison of experiences and approaches, etc.

Candidates will need opportunities to learn about and explore the basic principles underlying standards-based assessment. It may be helpful to provide 'reading packs' of background information, articles, etc. Training materials and videos are available from NCVQ and the awarding bodies (see Resources Section for details). This reading material could form a background reference for exploration in a briefing workshop. It will be important to focus on the development of skills in giving feedback and to foster a 'formative', developmental approach to assessment that stresses an active, participative role for the 'candidate', i.e:

- assessment *with*, rather than assessment *of*
- *not yet* competent, rather than *incompetent*

The use of standardised and effective support materials (e.g. guidelines on portfolio preparation and presentation) will both support and streamline the assessment and certification of assessors. These can be obtained from or adapted from awarding body support materials.

There is an argument for making guidelines not only clear, but relatively prescriptive, in order to ensure that staff know how to present a portfolio so that it is 'external verifier' friendly. This avoids time wasted through repeated 'learning from experience'. Meetings between internal verifiers could be used to feed information back to new candidates, via guidelines, support materials, and briefings.

In drawing up assessment plans with individuals, it will avoid stress, and perhaps wasted resources, if realistic targets are agreed. For example, 'fast track' individuals and others within a 'slower stream', who will need longer to obtain the necessary experience and evidence.

It should be possible to provide opportunities for members of staff to extend their skills within the operation of the college.

At Manchester College of Arts and Technology, departments were invited to nominate people to work for a few hours per week in the college Skills Centre. These individuals were then able to gain experience and accreditation as APL Advisers, (Unit D36: **Identify previously acquired competence**).

6. *Resourcing*

Colleges will need to earmark funds both for external costs and staff time:

1. EXTERNAL COSTS

Depending on the awarding body or bodies chosen, and the existing status of the college as an approved centre, the following costs may be applicable:

- centre approval and registration;
- candidate registration (per unit or award);
- support materials;
- attendance at workshops provided by the awarding body or an external body;
- centre visits.

As most of the major awarding bodies offer assessor awards, colleges are advised to 'shop around' to find the most suitable and attractive offer (see above, Section 3 **Choosing an Awarding Body**).

2. STAFF TIME

Since all one-to-one activity is expensive in staff time, it will be important to find economical ways of providing the necessary mentor support and individual assessment. Wherever possible, support will need to be provided on a structured group basis, or via the on-going mechanisms and processes of the organisation. Some relatively economical approaches are suggested below.

i) the **internal secondment** of one or two members of staff to co-ordinate the training and accreditation of college staff (See Section 4 **Delivery models** above.);

ii) a **cascade** (systemic or exponential) model (see Section 4 **Delivery models** above);

iii) a **central framework** of support in the college, e.g.

Each cohort will be entitled to:

— one day's training

— two follow-up workshops

— access to a drop-in workshop facility for 'structured' mentoring, offered at alternative times each week.

— three group sessions (for candidates);

— weekly individual appointments with co-ordinator/mentor;

— initial training and periodic group sessions for first-line assessors.

iv) **use of ongoing team meetings** to provide:

— mentoring by Assessor Training Co-ordinator (internal consultancy model), or team leader

— (cascade model) or peer support

— support in portfolio preparation;

— arrangements for first-line assessment.

v) **flexibility for teams** to organise their own timetables, so that members can attend briefing meetings or workshops;

vi) **flexibility for individuals** in their roles as assessors, mentors, internal verifiers and trainers (for example those providing briefing sessions and portfolio preparation workshops) which could be achieved by an allocation of hours against a case load, or possibly by expanding the role of a team leader.

vii) **collaborating with other colleges, providers or employers** for example to:

— purchase the services of an external consultant;

— provide shared briefing workshops;

— act as assessors.

viii) agreeing deadlines with candidates to complete the requirements of the assessor award and achieve certification, i.e. the college will make a 'contract' with the individual to pay the candidate's registration fee and provide an 'entitlement' to support, for an agreed period of time.

3. JUSTIFYING THE OUTLAY

Costs

Staff time costs will inevitably be quite substantial early on, even with a cascade model.

Members of staff acting as 'trainers' (e.g. providing briefing sessions and portfolio preparation workshops), assessors, and internal verifiers need time to fulfil these roles.

It will be up to individual colleges to determine the extent to which staff can expect to receive 'time' (release from other duties) to attend briefing workshops and gather evidence for assessment, in order to achieve certification as assessors, APL advisers and internal verifiers. This will not only be determined by a college's immediate financial situation, but by the attitude of the college corporation and managers concerning the value of 'investing' in HRD and a consideration of the consequences of failing to do so.

Failure to invest

The investment in staff time can be justified in terms of negative economic consequences for the college of, for example:

- **inability to meet** the requirements for external contracts;
- **inability to compete** in the training market;
- **loss of revenue** for part time vocational education and training via Training Credits tied to the delivery of NVQs;
- **inability to deliver** GNVQs;
- **inability to meet** the quality assurance requirements of awarding bodies.

Accreditation of staff as assessors, internal verifiers and APL advisers, will open up new markets for the college, thereby generating income to offset the initial costs, e.g.:

- training and assessing sixth-form college staff and school sixth forms involved in delivering GNVQs;
- delivering APL and customised training for local companies.

7. Internal quality assurance

Systems and procedures will need to be in place to assure the quality of in-house assessor training.

Internal verifiers have a key role to play in assuring the quality of assessment within a centre, e.g. in ensuring consistency and validity.

The following mechanisms could also contribute to the quality assurance of in-house assessor training and accreditation.

- **Meetings of assessors**, perhaps with the internal verifier, to clarify issues and to compare, standardise and validate approaches used.

- **Establishment of formal internal appeals procedures**
  awarding bodies are increasingly recommending or requiring that NVQ and GNVQ centres establish formal internal appeals procedures, to respond to complaints or appeals by candidates, e.g. on assessment decisions. The Awarding Bodies Common Accord includes a requirement that in order to obtain centre approval, there must be an effective appeals procedure for candidates. Many colleges are placing responsibility for the oversight or conduct of such procedures with the Academic Board.

- **Staff development** to enable assessors to explore the NVQ assessment process, both generally, and in relation to the specific requirements of a particular award or qualification, for example:
  — nature and sufficiency of evidence (quality and quantity);
  — range of assessment methods;
  — the concept of 'beyond reasonable doubt';
  — mechanisms for gathering and recording evidence.

- **A cross-college steering committee**
  colleges adopting a whole-college approach to assessor certification are finding that the establishment of a cross-college steering committee is helpful. Such a steering committee could provide the means of accounting for relevant external project funds (e.g. TEC support) and for providing accountability and ensuring consistency, maximum impact, and ownership 'in house'.

- **An internal quality assurance panel**
  in order to embed competence as assessors within the shared culture of an institution, or to underline the significance of assessor training and certification as an important element of a 'corporate capability', some colleges are establishing internal panels, which include senior managers as members.

At Manchester College of Arts and Technology, where they aim to have most staff accredited as assessors, there are internal panels for each area of the curriculum currently undergoing assessor training. Each panel includes the head of department and relevant section leader(s), the internal verifier/assessor award co-ordinator, and the vice-principal responsible for human resources, quality and curriculum. Candidates are asked to take the panel through 'the journey of their portfolio'.

This acts as a powerful mechanism not only for quality assurance, but for ensuring 'recognition' by senior managers and line managers for individual staff achievement, and the factors affecting the achievements. The procedure is seen as contributing both to a positive approach to appraisal within the college and to the establishment of a TQM culture; e.g. participation in a shared approach, the celebration of achievements, a common understanding and shared responsibility for factors affecting individual performance.

Resources list

SOURCES OF INFORMATION AND ADVICE

Awarding bodies

Business and Technical Education Council
(BTEC)
Tavistock House South
Entrance D
Tavistock Square
London WC1A 9LG
Tel: 071-413 8400

BTEC
Publications & Despatch Unit BTEC
Central House
Upper Woburn Place
London WC1W 0HH

City & Guilds of London Institute
(CGLI)
46 Britannia Street
London WC1X 9RG
Tel: 071-278 2468

CGLI Sales Section
76 Portland Place
London W1N 4AA

Institute of Training and Development
(ITD)
Marlow House
Institute Road
Marlow
Buckinghamshire SL7 1BD
Tel: 0628-890123

Pitmans Examinations Institute
Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

RSA Examinations Board
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

ScottishVocational andEducation
Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

For information on Investors in People contact:

Business Communications Branch
Moorfoot
Sheffield S1 4PQ
Tel: 0742-753275

or your local TEC

Scotland
For further information on Investors in People in Scotland and your Local Enterprise Company contact Scottish Enterprise or Highlands and Islands Enterprise.

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP
Tel: 041 248 2700

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV1 1QR
Tel: 0463 234171

For information about NVQs contact

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2BZ
Tel: 071-387 9898

Information on Scottish Vocational Qualifications (SVQs) is available from:
Scottish Vocational Education Council (SCOTEVC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

To find out which Industry Training Organisation covers your sector contact:

National Council of Industry Training Organisations (NCITO)
5 George Lane
Royston
Herts SG8 9AR
Tel: 0763 247285

For more information on management competences and the Management Charter Initiative contact:

The Management Charter Initiative
Russell Square House
Russell Square
London WC1B 5BZ
Tel: 071 872 9000

For more information on the Training and Development Lead Body contact:

The TDLB Helpline
TDLB General Enquiries
Training and Development Lead Body
PO Box 28
Rugby
Warwickshire CV22 7UH
Tel: 0788 577503

BIBLIOGRAPHY

APL

Accrediting Prior Learning (An open learning training pack for advisers and assessors) Open University p.528

NVQs and Prior Learning (incl. video) NCVQ, £39

The APL Experience — Developing Systems for APL produced by Gloucs, Wilts, and Dorset LEAs, available from SWAFET, Bishops Hull House, Bishops Hull, Taunton TA1 1RM

APL in the context of NVQs Gilbert Jessup, NCVQ R & D Report No.7 (April 1990) A TEED Perspective Simosko Associates, Employment Department, Crown Copyright

APL RSA Guide RSA Examination Board (1991)

Handbook for APL CGLI March (1990), price £10.00

Open Learning Pack for APL Validators CGLI price £16.00

APL: General Guidelines BTEC (1990)

APL, Credit for Learning Information Sheet I, National Council for Education Technology, Sir William Lyons Rd, Science Park, Coventry CV4 7EZ, Tel.0203 416994 (February 1993)

APPRAISAL

Analysing performance problems or, you really oughta wanna R.F. Mager and P. Pipe, Kogan Page (1990)

Appraisal of performance: an aid to professional development J. Mathias and J. Jones, NFER-Nelson (1989)

Piloting Appraisal, The Barnet College Experience, Duckett, c Barnet College (1990) ISBN 0 9511 287 1 X

Implementing Appraisal Training Modules, Barnet College, Ian Duckett and Cynthia Lorne (1992)

The FE Staff Development and Appraisal Pilot Project — Progress Report NFER (1990)

Staff appraisal: the FE pilot schemes B. Lee, NFER (1991)

ASSESSMENT

Assessing Candidate Performance, training programmes for assessors of NVQs, GNVQs, Core Skills Units Available as VHS videotape or interactive video disc from NCVQ, 222 Euston Road, London NW1 2BZ, Tel: 071 728 1893

Assessing Competence Workplace Assessors' pack Open College

Assessing Competence RSA Assessor Award Training Pack, RSA

Assessing Guidelines Project Report, BTEC/CNAA

Assessment of Work Based Learning - Ways of Recognising Achievement FEU (1992)

Understanding Accreditation FEU/UDACE 1992 ISBN 1 85338 285

Assessing Competence — A Straightforward Guide Brown & Edwards, College of NW London June 1992, available from The Training and Consultancy Unit, The College of North West London, Denzil Road, London NW10 2XD OR Jill Evans, Hendon College, Abbots Road, Burnt Oak, Edgware, Middx, HA8 0QR Price £2.00

A Guide to Qualifications based on TDLB Standards. EARAC and SRCET (in collaboration with ED). Obtainable from The Association of Colleges in the Eastern Region (ACER), Merlin Place, Milton Road, Cambridge, CB4 4DP Tel: 0223 424022

The Assessment of Work-based Learning FEU (1992)

Assessment issues and problems in a criterion-based system FEU occasional paper (1993)

Open Access to Assessment for NVQs: new roles for the FE college Anna Papathomas, NCVQ (1990)

INVESTORS IN PEOPLE

Business Success Through Competence Investors In People, CBI AND C&G, ISBN 0 85201 352 3

Investors in People Briefing Documents Employment Dept. (1990)

Investing in People - Towards a Corporate Capability by Peter Critten 1993. Butterworth Heinemann, available from Reed Book Sources Ltd, PO Box 5, Rushden, Northants NN10 9YX

MANAGEMENT DEVELOPMENT

The Assessment of Management Competence, Employment Dept/CNAA/BTEC (1990)

Management Charter Initiative public a range of information material. MCI, Russell Square House, Russell Square, London WC1B 5LF, tel: 071 872 9000

Management Standards Directive available from MCI. Member £185, non-members £230

Crediting competence a list of licensed centres, available from MCI

BTEC Certificate in Management Level 4 Part 1 Guidelines ISBN 0 7464 0298 8
BTEC Publications Code 54-077-1 *Part 2 Standards (Level 4)* ISBN 0 7464 0299 6
BTEC Publication Code 54-079-1

BTEC Certificate in Management Level 5 Part 1: Guidelines Publications Code 54-023-2
Part 2: Standards ISBN 0 7464 0304 6 BTEC Publications Code 54-022-2

MENTORS

Return of the Mentor Strategies for work place learning, ed. Caldwell & Carter, Falmer Press, Marketing Dept, Rankine Road, Basingstoke, H ts, RG24 0PR Price £13.95
ISBN 0 75070 1676

NVQS — GENERAL

Criteria for National Vocational Qualifications March (1991) NCVQ

Guide to National Vocational Qualifications March (1991) NCVQ

Implementing NVQs Case Study file, Open University © HMSO ISBN 0 7492 4343 0

NVQs at Work — Employers' guide Open University (1990) © HMSO ISBN 0 7492 4342 2

NVQs Standards & Competence, A Practical Guide for Employers, Managers and Trainers Shirley Fletcher, Kogan Page (1991) ISBN 0 7494 0365 9

NVQS AT HIGHER LEVELS

Learning Outcomes in Higher Education Sue Otter, Employment Dept/UDACE. Crown Copyright 1992 available from FEU ISBN 1 872941 84 2

Learning through work - Higher Education Developments: The integration of workbased learning within academic programmes Mike Duckenfield and Paul Stirner, Employment Department, HE Branch, Room W406, Moorfoot, Sheffield S1 4PQ (1992)

NVQs/SVQs at Higher Levels: A Discussion Paper to the 'Higher Levels' Seminar October 1992. Competence and Assessment Briefing Series No. 8, Lindsey Mitchell, Employment Department (March 1993)

Assessment issues in higher education — implications of NVQs for assessment in HE, School of Education, University of Newcastle Upon Tyne, © Employment Department (1993)

A self-assessment model for the integration of work-based learning with academic assessment University of Huddersfield, © Employment Department (1993)

STAFF DEVELOPMENT

Implementing NVQs - A Guide for Staff Development, Open University c HMSO (1990) ISBN 0 7492 4338 4

Planning Human Resource Development Through Equal Opportunities Handbook, FEU (1990)

TDLB

National Standards for Training and Development A pack containing a brief overview, detailed specification of the standards and guidelines for the implemention of TDLB, available from CAMBERTOWN LTD, Commercial Road, Goldthorpe Industrial Estate, Goldthorpe, Nr Rotherham S63 9BL

TDLB Standards in FE FEU bulletin (February 1992)

Identification of competences for staff involved in all stages of PICKUP delivery FEU (1993)

TERMINOLOGY

Work Based Learning Terms — a Guide Definitions & Commentary, The Staff College/Employment Dept, Crown Copyright (1989)0

Glossary of Abbreviations (GAB), Employment Department, Michael Kennedy, C53b (Library), Steel House, Tothill Street, London SW1H 9NF

DATABASES

The NVQ database provides detailed information on all NVQs, listing units, elements and specific performance criteria. Further information is available from NCVQ on 071 387 9898.

MARIS On-Line is a database holding information on open learning materials in Europe and the UK. Further information is available on 0353 661284.

Standards in Action is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the Foundations*	General introduction 1: Using national standards for HRM and HRD 2: Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD/staff development Corporate development Strategic planning Investors in People Staffing/personnel Curriculum Other users (see below)
Booklet Two: *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development officers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards -based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors