

Scottish Qualifications Authority

CITeA project – Key messages for SQA – Note of meeting on 30 April 2015

Present

Christine Wood – Project Manager, ADD
 Sharon McDowall – QM, HNC/D Business
 Walter Patterson – Independent Consultant/Evaluator for CITeA project
 Martyn Ware – Head of ADD

Purpose

The purpose of this meeting was to review and agree the key messages for SQA emerging from the CITeA project. As the project approaches the end of the period of funding it was felt useful to reflect on these messages to:

- a. Demonstrate to the other participants in the project that SQA is seeking to learn from its activities
- b. Consider how the key messages can be used to influence activity in SQA in a way that supports the use of e-assessment in centres

High level messages/actions

| Area of activity | Actions taken to date | Potential further actions |
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| SQA’s strategic support for e-assessment | | |
| High level messages about SQA’s support for e-assessment. Need to take account of continuing concerns amongst some staff that greater use of e-assessment leads to reduced contact time | Messages appear in a number of places e.g. on e-assessment pages of our website | Draw together and refresh key messages, and review how they are presented to ensure maximum visibility and impact Development with colleges of further case studies (how to use SQA Unit specifications and assessment packs) Ensure that high level messages are shared |

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| | | with all SQA staff |
| Qualifications development and refresh | | |
| Providing QM/QOss who are leading QDTs with the skills, knowledge, confidence and support to enable them to ensure that new/revised qualifications reflect the potential of e-assessment fully | <p>SIPs run by ADD highlighting examples of use of e-assessment</p> <p>Members of ADD attending some QDTs to inform and support discussion</p> <p>Ad hoc support available from ADD on an ongoing basis to inform QM/QOss and QDTs</p> | Give QDTs access to Learning Technologist support and advice |
| Allocation of time in QDTs: consideration of assessment may at times be left until late in the development process and options can then be constrained by decisions taken at an earlier stage. This could also allow for trialling of assessment approaches in a way that could inform final decisions. | | Provide QDTs with guidance on Learning Design approaches. This should lead to learning and assessment being considered in a holistic way |
| References to e-assessment approaches in unit specs and related documents – are they appropriate, consistent with the high level messages referred to above and in the places where they are most likely to be seen by staff and learners | <p>Text provided for inclusion in unit specs to encourage use of e-assessment approaches along with guidance on avoiding undue prescription e.g. through use of terms such as ‘written evidence’</p> <p>Recognise that not all assessment activity is suited to e-assessment approaches</p> | <p>Review effectiveness of approaches to date and revise/reinforce as appropriate, in particular with a view to ensuring the messages are in places where they are most likely to be seen.</p> <p>Check that correct templates are being used</p> |
| Lecturing staff skills and confidence | | |
| Many college staff do not feel they have the skills, knowledge or confidence to develop and use e-assessment | | Work more closely with other agencies on CeAG to address this. Opportunities here include: |

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| | | <ul style="list-style-type: none"> • The new MOOC being developed with funding from the Ufi Charitable Trust and for which Borders College are leading on curriculum development • Refresh of SQA’s PDA in Technology Enhanced Learning • The possibility of making links between the two developments noted above. • CDN renewed focus on technology in learning • Previous work undertaken by CeAG members and resulting materials e.g. on good question design (MCQ). • Work with TQFE providers to build e-assessment concepts into lecturer training |
| <p>External verification and verifiers</p> | | |
| <p>Need to:</p> <ul style="list-style-type: none"> • Demystify approaches i.e. explain them more clearly • Ensure they are fit for e- and not just paper assessment (ie not restrictive) • Ensure EVs have skills, knowledge and confidence in use of e-assessment and use this to share SQA’s high level messages and good practice amongst colleges in use of e-assessment | <p>Some inputs made to date to e.g. SEV annual updates</p> <p>Engagement with specific EVs around specific pieces of work e.g. SOLAR and digital evidence verification trials</p> | <p>Build on work to date</p> <p>Consider how far we reflect familiarity with technology generally and e-assessment specifically in our recruitment and selection of EVs</p> <p>Link to point above as EVs are very largely college lecturers for the majority of their time</p> |
| <p>Sharing project outputs and college developed e-assessments generally</p> | | <p>SMcD to share information in subject update letter as some of the units worked on in the project will be common to a number of</p> |

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| | | <p>frameworks. This will help expose a wider range of subject frameworks to the concepts and practice of e-assessment</p> <p>Review how we can use SQA’s instances of Moodle and Mahara to support/enable sharing of Moodle-based assessments</p> <p>Explore with CDN the potential of ReSource for sharing formative assessments</p> |
| Supporting use of Moodle and Mahara, both now in extensive use by colleges | CeASG e-portfolio sub-group | Use sub-group as the basis for renewed engagement including for collation of information on common issues and development of common templates based on those already in use |
| Sharing all materials submitted for prior verification. [In principle these ought to be made available to all] | | Consider how SQA might make such assessments available, while making it clear that they are not maintained by SQA (for example, could be out of date) |
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