



ENTENTE UK

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TEVAL 2 – Pilot Training

Teval 2 Awareness Workshop

Friday 29th May 2009 Austin Court, Birmingham B

**Common Assessment Standards
for Teachers and Trainers – a European perspective.**

Facilitators:

Terry Pugh, Director ENTENTE UK.

Christine di Vito. Director of Assessment, ENTENTE UK

Participants (9):

Practitioners working to the

New Professional Standards for Teachers, Trainers and Tutors



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Common Assessment Standards for Teachers and Trainers – a European perspective.

LEARNING OUTCOMES

By the end of the workshop the delegates will understand:

- The contribution to total quality of V.E.T. institutions made by the assessment of practitioner competence
- EU policy on competence based qualifications (EQF)
- The TEVAL proposals for a European framework of teacher and trainer assessment
- The comparative features of the TEVAL proposals and the UK New Professional Standards for Teachers, Trainers and Tutors



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1. Introduction: Practitioner Assessment as part of the Total Quality Management of Vocational Education and Training in the UK	Quality Assurance of: <ul style="list-style-type: none">•Qualifications framework•Assessment process•Delivery network•Practitioner competence
2. Overview of teacher and trainer assessment in the UK	Competence based assessment as part of the professional qualifying process and as a structure for continuous professional development
3 Overview of teacher/trainer assessment in other EU countries	Summary of results of TEVAL National Surveys. Policies for “distance” assessment for salary and career progression only.



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4	Overview of EQF and EU competence based assessment policy	Outcomes of EU work group research into European Qualifications Framework and rationale of defined levels of competence in the EQF
5	Overview of UK Common Assessment Standards for Teachers, Trainers and Tutors	Agreed domains of competence for UK teaching & training practitioners
6	Introduction to the TEVAL 1 & 2 Projects	Background to LdV projects; Partners Involved; Overview of outcomes of TEVAL 1 project and objectives for TEVAL 2 project
7	Defining Quality Assurance requirement of V.E.T practitioners at an organisational level	Excellence Models for the implementation and management of a practitioner assessment process.



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8	Analysis of UK occupational profiles for V.E.T practitioners	Overview of relevant UK NVQ (ENTO) standards
9	TEVAL project proposal for a European Occupational Profile for VET practitioners.	Presentation of TEVAL Professional Profile
10	Teval project proposals for a European Assessment process	Evaluation path from TEVAL Handbook
11	Appraisal of UK systems v. EU (TEVAL) proposals	1) Comparison of UK occupational profiles with EU (TEVAL) proposals 2) Comparison of UK Assessment process with EU proposal (TEVAL Evaluation Path)
12	Feedback on Appraisal	Outcomes of comparison
13	Workshop evaluation and Close	Completion of Evaluation forms



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WORKSHOP EVALUATION

DELEGATES' EVALUATION of the EFFECTIVENESS of the Workshop

- The workshop met my needs to know more about Practitioner Assessment as part of the Total Quality Management of Vocational Education and Training in the UK. **94%**
- My understanding of teacher and trainer assessment in the UK was reinforced **92%**
- I understand more about the context of teacher/trainer assessment in Europe **97%**
- I understand the concept of the EQF and EU competence based assessment policy **86%**



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WORKSHOP EVALUATION

DELEGATES' EVALUATION of the EFFECTIVENESS of the Workshop

- My understanding of the UK Common Assessment Standards for Teachers, Trainers and Tutors has been reinforced **86%**
- I understand the objectives of the TEVAL 1 & 2 Projects **92%**
- I understand how Excellence Models can help to define Quality Assurance requirements **97%**
- My understanding of UK occupational profiles for V.E.T practitioners has been reinforced **92%**
- I understand the TEVAL project proposal for a European Occupational Profile for VET practitioners. **83%**
- I understand the Teval project proposals for a European Assessment process **86%**



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WORKSHOP EVALUATION

DELEGATES' EVALUATION of the RELEVANCE and SUFFICIENCY of the TEVAL Project

- The DOMAIN STRUCTURE of the TEVAL Professional Profile fully considers the role of V.E.T. teachers & trainers **25%**
- The TEVAL Criteria, Performance Indicators and Descriptors in the Professional Profile are sufficient to ensure consistency of the competence requirements for V.E.T. teachers & trainers **25%**
- The TEVAL Professional Profile offers a useful alternative to existing occupational profiles for V.E.T. teachers and trainers **25%**



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WORKSHOP EVALUATION

DELEGATES' EVALUATION of the RELEVANCE and SUFFICIENCY of the TEVAL Project

- The TEVAL Professional Profile can be used as a personal development framework for V.E.T. teachers and trainers **30%**
- The TEVAL Evaluation PROCESS can be consistently applied in all V.E.T. institutions **36%**
- The TEVAL Evaluation PROCESS ensures a reliable and consistent way to assess V.E.T. practitioner competence **25%**
- The TEVAL Evaluation PROCESS offers some improvements to existing assessment processes in the UK **25%**
- **Average agreement with statements = 27%**



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WORKSHOP EVALUATION – Feedback from Comparison Exercise

- **1) Comparison of UK occupational profiles with EU (TEVAL) proposals**
- The TEVAL framework of domains does not include all aspects of the expected roles of teachers and trainers
- Some of the TEVAL domains are not expressed very clearly
- The knowledge requirements and indicators seem very basic, and only refer to direct teaching activities
- The TEVAL framework of domains, knowledge requirements and competences could not be used to identify professional strengths and weaknesses in any detail.
- OK as a starting point
- Difficult to see any relationship to the Excellence Models



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WORKSHOP EVALUATION – Feedback from Comparison Exercise

- **1) Comparison of UK occupational profiles with EU (TEVAL) proposals**
- Criteria for “Related Knowledge” and “Professional Competence” are very broad
- No references to the practitioner’s responsibilities to remain up-to-date with their teaching skills or subject knowledge
- No references to referral of learners to third parties or other agencies when appropriate
- Why “Levels of Mastery” when these are implicit for each level in the EQF?
- Professional competence descriptions are not qualified to indicate proposed “Levels of Mastery”



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WORKSHOP EVALUATION – Feedback from Comparison Exercise

• 2) Comparison of UK Assessment process with EU proposal (TEVAL Evaluation Path)

- The “Evaluation Path” framework is OK but it will rely on the Criteria to be effective
- The effectiveness of this process will depend on the skills of the Assessor(s) – what skills or qualifications are required?
- There does not seem to be any connection with the excellence model! Why bother to show us this?
- What documentation is used to record the outcomes of assessments?
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WORKSHOP EVALUATION – Feedback from Comparison Exercise

2) Comparison of UK Assessment process with EU proposal (TEVAL Evaluation Path)

- What processes are proposed to Quality Assure this Evaluation Path?
- How can we be sure that the process is the same from one school to another?
- What happens if a teacher does not agree with the assessment? Is there a “Grievance and Appeal” procedure?
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WORKSHOP EVALUATION

LESSONS LEARNED

- The DOMAIN STRUCTURE of the TEVAL Professional Profile does not fully consider the role of V.E.T. teachers & trainers
- The TEVAL framework is not yet sufficient to ensure consistency of the competence requirements for V.E.T. teachers & trainers
- The TEVAL Professional Profile does not offer a useful alternative to existing occupational profiles for V.E.T. teachers and trainers
- The TEVAL Professional Profile cannot be used as a reliable personal development framework for V.E.T. teachers and trainers



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WORKSHOP EVALUATION

LESSONS LEARNED

- The TEVAL Evaluation PROCESS cannot be consistently applied in all V.E.T. institutions
- The TEVAL Evaluation PROCESS does not ensure a reliable and consistent way to assess V.E.T. practitioner competence
- The TEVAL Evaluation PROCESS offers no improvements to existing assessment processes in the UK
- It is not clear how the Excellence Models have influenced the TEVAL Framework
- It is not clear how the TEVAL framework takes account of EQF levels



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WORKSHOP EVALUATION

LESSONS LEARNED

- The TEVAL Evaluation PROCESS cannot be consistently applied in all V.E.T. institutions
- The TEVAL Evaluation PROCESS does not ensure a reliable and consistent way to assess V.E.T. practitioner competence
- The TEVAL Evaluation PROCESS offers no improvements to existing assessment processes in the UK
- It is not clear how the Excellence Models have influenced the TEVAL Framework
- It is not clear how the TEVAL framework takes account of EQF levels