

## **Guidelines for Adult Educators in Delivery of Workforce Skills Qualifications Programmes**

The Workforce Skills Qualifications (WSQ) is a national credential system that trains, develops, assesses and certifies skills and competencies for the workforce. Given the importance of the role of adult educators (AEs) in the delivery of quality WSQ programmes, especially in assessment practices, this document provides the guidelines for the standards of conduct, behaviour and competency for AEs, with a focus on assessment practices.

2. AEs are to:
  - a. Handle the different needs of the clients and/or learners with sensitivity;
  - b. Identify potential conflict of interest in the learning, facilitation and assessment processes and/or outcomes and undertake appropriate actions to manage them;
  - c. Maintain and respect client/learner confidentiality;
  - d. Ensure there is no personal benefit obtained from the privileged use of client/learner information;
  - e. Maintain an environment of respect, safety and impartiality;
  - f. Prepare responsibly for the conduct of learning, facilitation and assessment activities;
  - g. Observe copyright legislations in the use of all processes, methods and information;
  - h. Participate in professional development opportunities;
  - i. Seek technical expertise where necessary in the planning, conduct and review of learning, facilitation and assessment procedures and outcomes;
  - j. Conduct facilitation and assessment in the area of own competence and experience;
  - k. Perform professional responsibilities with honesty, integrity, due care and fairness.

*(Reference is made to learning materials from the Institute for Adult Learning, [www.ial.edu](http://www.ial.edu) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education, [www.ncme.org](http://www.ncme.org)).*

### For assessors only

3. Prior to the conduct of an assessment, the assessor is to:
  - a. Review the assessment plan to familiarise with the assessment process. This includes, but not limited to, understanding the requirements of the competency, the assessment specifications, tools and resources and record templates;
  - b. Ensure the set-up of the assessment environment is conducive. This includes but not limited to, a clean venue, appropriate distance amongst candidates and removal of tools/items that may compromise assessment integrity (for example, flip-charts that contain answers to assessment questions).
  
4. During the conduct of an assessment, the assessor is to carry out the following:
  - a. Check candidates' identity and record the start time of assessment;
  - b. Explain the purpose and duration of the assessment;
  - c. Check with candidates for special needs;
  - d. Explain that Competent/Not-Yet-Competent decision will be made and candidate's right to appeal;
  - e. Check with candidates for clarifications;
  - f. Stay vigilant, record observations of competence and the assessment outcome;
  - g. Ensure candidates do not interact with each other, including sharing/copying of answers;
  - h. Make assessment decisions on the basis of the Principles of Assessment\*, ie validity, reliability, flexibility and fairness;
  - i. Verify evidence gathered against the Rules of Evidence<sup>^</sup>, ie validity, authenticity, sufficiency and currency;
  - j. Inform and explain to candidates on the assessment outcome, provide feedback on areas for improvement;
  - k. Obtain candidates' signature for the assessment outcome;
  - l. Record the end time of assessment and sign off the assessment outcome.

*(Reference is made to learning materials from the Institute for Adult Learning, [www.ial.edu.sg](http://www.ial.edu.sg)).*

5. An assessor is not to do the following:
    - a. Discuss the assessment questions during training;
    - b. Provide, direct or lead candidates to assessment answers;
    - c. Allow candidates to make changes to their answers after submission (for written assignments) or upon completion of the assessment.
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\* Principles of Assessment:

- i) Validity – assesses what it claims to assess through collection of evidence that is relevant to the activity and demonstrates that the competency has been met
- ii) Reliability – consistency of interpretation of evidence and assessment outcome
- iii) Flexibility – appropriate to the range of contexts/applications
- iv) Fairness – takes into account the profile of the candidates, does not disadvantage candidates

^ Rules of Evidence:

- i) Validity – evidence meets the specified criteria of the competency
- ii) Authenticity – evidence can be verified to be the candidate's own work
- iii) Sufficiency – enough evidence gathered to demonstrate competency against specified criteria
- iv) Currency – evidence is current, relevant and applicable in today's context