

Formative Assessment v2

FOCUS 1

Assessment is a key area of the Quality Assurance Framework in regards to recording, certificating, and quality assuring assessment decisions. The aim of this document is to provide information and advice on formative assessment.



Definitions

Regardless of whether the purpose of assessment is formative or summative, assessment involves making a judgement.

Formative Assessment

(Assessment **for** training)

'The process that follows from the outcome.'
That process is used to improve training.
What is the gap and how do I bridge that?

Summative Assessment

(Assessment **of** training)

'The judgement is for the purpose of certification (or selection) – a specific outcome.'

Where should trainees be, and where are they?

Consider the following....



A baker on 'Bake off' is planning their showstopper for 'Bread Week'. They try it at home 4 times inviting friends and family to try it. They also try out different flavours and techniques. Some will work and some won't.

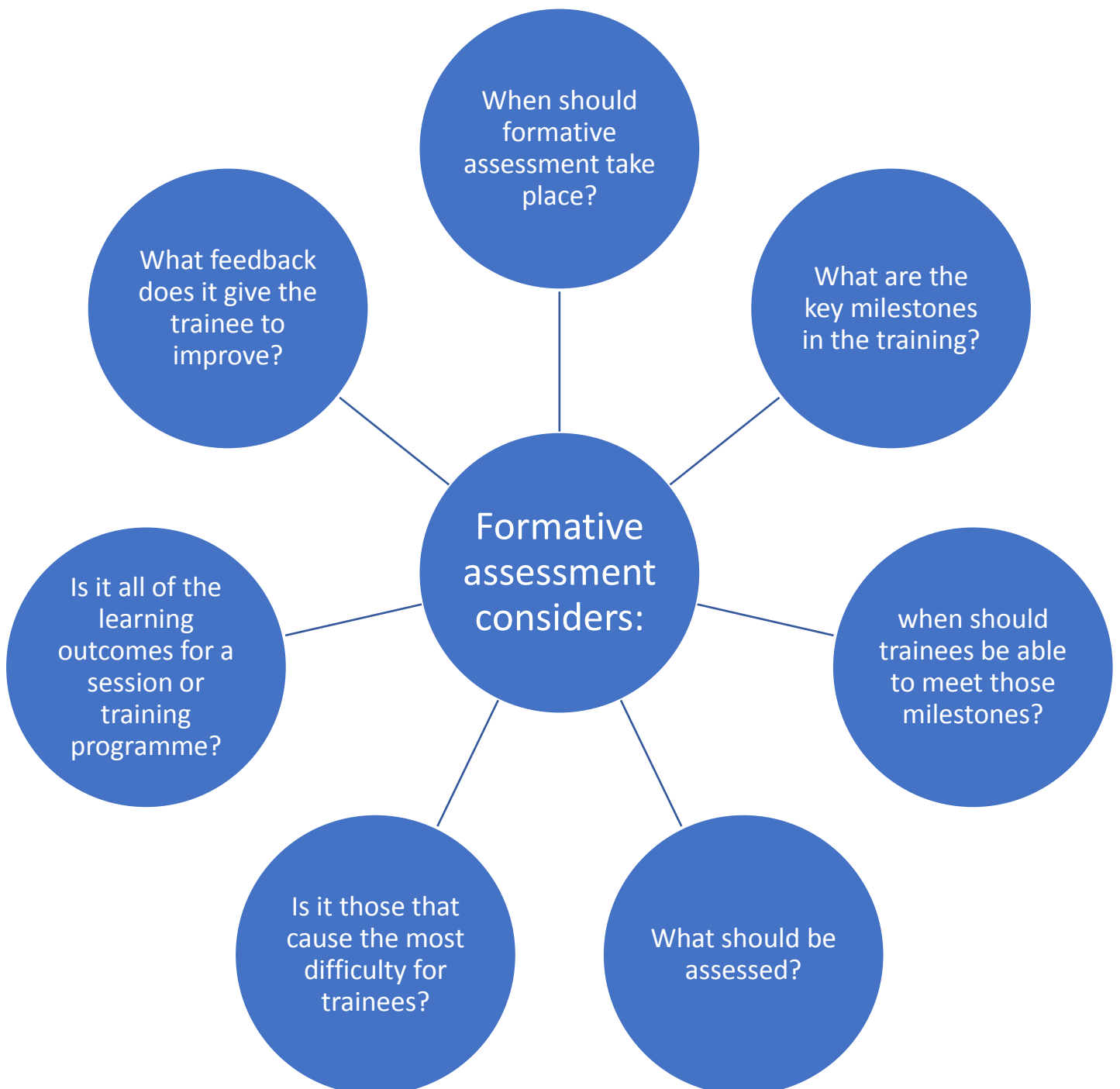
They want to see how changes they make have an effect on the overall outcome. They use their friends and family to give feedback on the 'bake' – good and bad. This is formative and will help inform the baker about the types of ingredients, cooking techniques, equipment etc. that will help them when they are on 'Bakeoff'.

Once they are on the television, their 'bake' would be seen as summative assessment and the judges will expect a certain standard of baking to be delivered. The judges will decide who gets 'star bake' and who is going home.



*What works well, and where things need developing.
Formative assessment allows this to happen so that trainees
understand what they need to work on before the end
assessment.*

Formative Assessment – Considerations



Feedback should:



- focus on what is next;
- not what is correct or incorrect;
- not give a mark which stops the trainee listening to the feedback;



“Trainees do not always receive and interpret feedback in the way it is intended.”

Research shows that one of the most effective methods for training is through peer feedback and self-assessment.



Ideas for Formative Assessment

Question box – Trainees drop questions in at the end of a session. The questions could be about what else they would like to know on a topic, or about something they are unsure about and want to explore.

Open Questions - When asking questions, rather than keeping them ‘closed’ (i.e. where there is a definitive answer), insert the word ‘might.’ e.g. instead of ‘What is the meaning of threat?’ try ‘What might the meaning of threat be?’ This gives trainees greater opportunity to explore the concept themselves. It also means that no answer is likely to be wrong and encourages the learner to participate and contribute to the session.

Wait Time - Too often, instructors ask a question and expect an immediate response. They become concerned when their questions meet with silence. Trainees often need time to prepare their answer. Allow time.

Traffic lights - Use traffic lights as a visual way for trainees to show understanding. Provided red, amber and green cards for classroom based sessions and ask trainees to hold up the card to the instructor to show their level of understanding. If they present written work, they can self-assess using the traffic light system.

Bounce - When setting individual or group activities and asking learners to present their ideas, ask another group what they think about the ideas presented, bouncing the idea around the room to encourage wider participation and more peer assessment.

Key words - When engaging learners in discussion encourage the use of keywords and look at them specifically. Discuss how they are or could be used.

What good ‘looks like’ - Encourage learners to determine what good looks like. When developing competence and practical skills. E.g. carrying out a search they could reflect on what they have observed to determine good and bad, and build their own assessment criteria.

Recording Formative Assessment

The instructor should record;

Strengths and weaknesses in training in order to monitor their trainee progress

Systemic issues i.e. the approach to delivery is not working for anyone and needs to change completely

What interventions are working?

It is only by maintaining records of formative assessment that any evaluation can take place. Effectively the record keeping is the instructor's own formative assessment.

The way that records are kept will vary on the stage at which formative assessment takes place. Your session plan should show key milestones when formative assessment takes place.



'A point at which the training stops in order to measure where trainees are supposed to be.'

There will need to be some kind of formative assessment in almost all training sessions. These will be planned into the session and that planning evidenced through the session plan.

This may be to:

- check understanding of a key learning outcome before building on it for the next phase in the session;

- check knowledge before moving onto a new topic;
- provide positive reinforcement at a particular point in the session;

There isn't always time to give each learner individual written feedback directly in response to their contribution to the activity. Instead it might need an instructor to anticipate where errors will occur, prepare feedback in advance and hand out cards with the feedback included, together with the next planned activity to complete. In planning the session, interventions are already scheduled and trainees are directed to the activity based on their previous responses.



Intervention: action taken to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse



Consider the Following...



The trainees had been asked 'which of these is the prohibited item?' you can plan for those that answer A to go into one group, those who answered B into another group and those that answer C into another group. You will have devised the activity so that each of the options tells you something about what has been learned. You can then make a note of who is in each new group on a simple sheet whilst they then work on the next activity. As part of your plan, you may decide to spend more time during the next activity with group C who you have identified as the weaker group.

Recording Formative Assessment – Examples

The following examples could be used to record formative assessment.

Formative Assessment Report A – For the Instructor

Learner Name	Targeted learning 1				Targeted learning 1				Comments
	Progress	Actions	Timeline	Review	Progress	Actions	Timeline	Review	
AB									
CD									
EF									
etc									

This allows the instructor to keep records across a number of trainees at key milestone in the training course.

Formative Assessment Report B – For the trainee

Feedback on Activity:		
Name of learner :		
Activity undertaken (description):		
Targeted learning (description, list of standards expected):		Progress made:
1.		
2		
3		
4 etc		
Next steps:		
Actions	Target date	How reviewed
Learner comments:		
 Signature:		
Instructor:		
Date:		
Review:		
Instructor comments:		
Date:		
Signature:		
Learner comments		
 Date:		
Signature:		

The instructor identifies key points for feedback; sets out actions that the trainee needs to take and then how and when progress will be reviewed. There is an option for the trainee to add their own comments in relation to the feedback.

Formative Assessment Report C – For the Instructor

Formative Assessment Summary

Date:

Location:

Session Title:

Table	Exercise					
	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

Environment Table layout

Proposed Interventions/Stretched Learning

This form keeps records where the whole group is involved in activities. The instructor can identify the types of activities in the session. They can make a note on the document for each group, having made a note of who is in each group. The document can set out what has already been planned as interventions so that the instructor can indicate what intervention has been given to which group of trainees.

Elise James – City and Guilds

Flatlcon – www.flatlcon.co.uk



Finding out more information

To find out more about the Quality Assurance Framework visit our website:

<https://www.caa.co.uk/Commercial-industry/Security/Training/Quality-Assurance-Framework-for-Aviation-Security-Training/>

Contact avsec.qa@avsec.caa.co.uk



Contacting the CAA

Enquires relating to the Quality Assurance Framework:



avsec.qa@avsec.caa.co.uk

If you would like more information on how to become a certificated instructor contact:



avsec.training@avsec.caa.co.uk

For general aviation security questions contact:



avsec.regulation@avsec.caa.co.uk

QA Focus is produced by the Civil Aviation Authority (CAA) for use by the aviation security industry in the UK. This document should not be shared without permission of the CAA.

Copyright August 2019