Validity Strategy

The purpose of this strategy is to document the measures Crossfields Institute takes to ensure the validity of our qualifications. [i]

This strategy provides a framework for validity that can be applied to each qualification we develop, quality assure and certificate.

What is validity?

The validity of a particular qualification is

- the degree to which it is possible to **measure** whatever that qualification **needs** to measure by implementing its assessment **procedure**.

The validity of a particular qualification is determined by ALL of the **features and processes** that are put in place to ensure that results are as **accurate** as possible and as **useful** as possible.

Paul Newton, Ofqual Conference February 2017

What is a validity strategy?

A validity strategy documents all the measures Crossfields Institute takes to ensure that we are assessing the right thing, in the right way, to produce accurate and useful assessment results.

It should be remembered that the purpose of a validity strategy is to minimise the loss of validity and be conscious of where loss of validity may be happening.

Validity Strategy Framework

In developing this strategy we have used a 5-step lifecycle framework. For each step, this strategy gives an indication of the measures we take, but this is not an exhaustive list – it will be reviewed and amended regularly.

Further details of all processes outlined are included in the following Crossfields Institute Documentation:

- Qualification Proposal Form
- Qualification Development Form
- Qualification Development Manual
- Centre Approval Form
- Centre Visit Report Form
- Qualification Review Form
- Qualification Delivery Manual
- Centre Handbook

1. **Clarification - Qualification Development**

    In qualification development we work to ensure that:

    a. the qualification as a whole is clear and understandable to users (learners, centres, teachers, employers, others)

    b. Entry requirements are simple to administer and appropriate to the qualification

c. the learning outcomes are appropriate, in that we are making demands of the learner which are appropriate for the role we are expecting them to fulfil

d. the learning outcomes are meaningful, in that they are clearly expressed and unambiguous

e. the learning outcomes are assessable, in that they allow for assessment which is sufficient, reliable, current, valid and authentic

2. Elicitation - What the learner does to meet the learning outcomes

In qualification development and monitoring of centres we work to ensure that:

a. assessment tasks are designed and set that enable the learner to produce appropriate, assessable evidence

b. assessment tasks are designed and set to ensure that learner evidence is sufficient, reliable, authentic, current and valid

c. assessment tasks are communicated to learners in ways that are clear and unambiguous (unless the learning outcome requires the learner to work with ambiguity and uncertainty)

d. learner evidence from assessment tasks is kept secure and confidential

3. Evaluation - Assessment/IQA & EQA

As we approve, review and monitor centres we work to ensure that:

a. assessment judgements are clearly made against the learning outcomes

b. assessment judgements are made in relation to valid evidence that is authentic to the learner

c. assessment judgements are subject to internal quality assurance and standardised within centres

d. The process of assessment, internal and external quality assurance is valid, transparent, fair, minimises bias and is seen as such by users of the qualification

4. Validation

In moderation and processing of claims we work to ensure that:

a. processes for confirming and claiming achievement are clearly set out and followed, including external quality assurance and completion of claim records

b. direct claims status is only given to centres that have evidenced that they can reliably apply and follow required quality assurance processes

c. where grading is used, a system and approach is implemented to ensure accurate aggregation of grades to give a final result

5. Interpretation

We work to ensure that:

a. certificates and transcripts clearly relate to the qualification specification

b. certificates and transcripts clearly communicate to users what the learner has achieved

c. the qualification is comprehensible and has meaning in the world.

d. Those who are awarded the qualification are able to meet and apply the qualification standards in real life situations

e. the added value of the qualification is monitored and evaluated

Qualification Review process

We conduct an annual audit of all qualifications, drawing on registration, retention and achievement data, monitoring reports and records of reasonable adjustments, special consideration requests, complaints, appeals and enquiries. These reports may lead to an immediate qualification review if they indicate there are concerns with the validity of any aspect of the qualification. The Qualification Development team conduct a full review, within five years of the qualification launch, involving all stakeholders.

Conclusion

This strategy will ensure that we can:

● demonstrate that each qualification has sufficient support, appropriate content and is accessible to learners

● describe all of the features and processes that together constitute the assessment and quality assurance cycle

● explain how each stage of the assessment and quality assurance cycle help to ensure the validity of the overall assessment procedure

● identify major threats to validity that arise during implementation and devise strategies to address these

● conclude that each qualification has sufficient validity

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[i] This is informed by materials provided by Ofqual, in particular a presentation by Paul Newton at the Ofqual conference 2017 https://www.gov.uk/government/news/ofqual-conference-2017-presentations-from-the-day (presentation 3)