

Role and person profile

Post title:	Assessment Design Manager	Location:	Guildford/Harrogate/Manchester
Division:	Qualifications and Markets	Department:	Assessment and Curriculum
Responsible to:	Head of Assessment Design	Responsible for:	N/A
Scale:	7	Manager	Core Competency L2
Post no:	3778, 3779, 3780, 3781, 3782, 3783, 3784, 3785, 3786, 3787, 3788, 3789, 3790, 3791, 3792, 3793, 4208, 4209, 4210, 4211, 4236, 4237, 4238, 4239		

Role Purpose

Understand good assessment design theory and practice and apply this to different specifications by reviewing assessment performance, planning improvements and commissioning assessments to ensure that outcomes are as valid and reliable as possible. Support and manage the work of chief examiners in their contribution to the review of assessment performance and the commissioning and creation of assessments. Support awarding to ensure valid and reliable outcomes and manage the creation of reports on the exam. Support engagement of key stakeholders and input assessment expertise to meet wider business needs.

Accountabilities

Role specific:

1. Keep up to date with latest thinking and policy on assessment design practice and work with the Curriculum team to align assessment design to subject vision and strategy and assessment best practice for a range of specifications (based on policy and latest research).
2. Analyse assessment performance data (including QPFRs, EaR data, research reports) and create a shared understanding of strengths and weaknesses of the assessment with the Chief Examiner and Head of Curriculum for the subject or Curriculum Lead as appropriate.
3. Identify improvements to assessments to be made in the light of the data and input into portfolio and subject level product strategies on assessment issues.
4. Create and manage assessment improvement plans for each specification in line with agreed strategy and ensure that these are discussed and agreed with colleagues who will be responsible for delivering elements of them, including any engagement with customers where there are changes to the specification or significant changes to the assessment design.
5. Lead and coordinate activities with Curriculum, CERP, QPPU and Operations to deliver assessment improvement plans for different products, monitor the delivery and manage issues and exceptions as they arise.
6. Support delivery of induction, training and briefing of staff and associates on assessment design and

delivery principles and practice and deliver agreed training elements of assessment improvement plans.

7. Manage resource and budget against assessment improvement plans.
8. Plan, manage and quality assure the work of the Chief examiners to ensure that blueprints are ready on time and assessments are signed off in a timely manner. Input into the review of Chief examiner performance and manage any performance issues appropriately in relation to assessment review, design and creation.
9. Commission assessments from Product Fulfilment and review the assessments delivered against the blueprint before signing off the assessments for operational use (with the Chief examiner).
10. Contribute to the awarding process to ensure valid, reliable and comparable outcomes.
11. Manage the creation of reports on the exam.
12. Engage with external stakeholders on subject specific assessment design issues to influence outcomes and manage the response to Ofqual scrutinees to ensure assessments deliver valid and reliable outcomes.
13. Create, review, manage and maintain the following (with input from the Chief examiner) to ensure that specifications and supporting materials comply with Ofqual requirements and will deliver valid and reliable education and assessment outcomes:
 - specification content (in line with design principles)
 - specification assessment strategies (in line with assessment policy)
 - assessment improvement plans
 - specification “handbooks” including approach to marking (eg which system, type of paper/answer book, item level allocation, auto marking, general marking etc)
 - blueprints for commissioning assessments including target item designations and item types and calculations of setting and marking fees.

General accountabilities:

1. To model leadership behaviours with confidence and to get the very best from direct reports and teams by providing clarity, feedback, coaching and development, while continuously seeking to enhance performance in line with business objectives.
2. To comply with all AQA’s policies and other legislative requirements, including but not limited to HSE, Equal Opportunities and ISMS.
3. Where business needs change, to undertake other responsibilities which are of a commensurate level outside the terms of this role profile.

Person profile

Behaviours – holding the Customer at the heart of all we do <i>[the role holder will be able to demonstrate the mindset that drives the following behaviours]</i>	Assessment
Collaborative: works with others to achieve the organisation and team vision, contributing expertise and developing self and others to achieve excellence	A/I/P
Innovative: challenges self and others to create solutions and strives for improved ways of working	A/I/P
Empowered: understands individual part to play in achieving success; takes ownership and accepts accountability	A/I/P
Positive: takes a flexible, forward looking, solutions focused approach	A/I/P

Ambitious: consistently aiming high and delivering for our customers	A/I/P
Knowledge and Skills <i>[the role holder will be able to demonstrate the following role/subject specific knowledge and skills]</i>	
Good understanding of assessment practice in England and an understanding of the regulatory environment in which AQA operates and likely impact of the regulator on assessment and product design	A/I/P
Good knowledge of assessment design and delivery best practice	A/I/P
Good understanding of assessment products and practice in AQA and limitations and advantages of different systems of assessment delivery	P
Ability to understand requirements for assessment design in different subjects and develop products which meet those requirements whilst recognising customer and stakeholder needs	A/I/P
The ability to analyse and synthesise complex and diverse data and information, including statistical data, to make decisions in the face of complex and/or incomplete evidence	A/I/T/P
The ability to carry out root cause analysis and identify the heart of the problem which needs addressing and work with others to generate creative solutions which will tackle the issue	A/I/P
Understanding of continuous improvement and quality management principles and practice and ability to put these into practice in relation to design of assessments	A/I/P
Planning and project management skills to create viable plans with prioritised actions which will have the most impact and then ensure successful completion of these plans of both routine deliverables and more complex change initiatives. Evaluate the effectiveness of the actions taken to	I/P
Willingness to share ideas and best practice with colleagues and learn from others to ensure that all assessments deliver valid and reliable outcomes with the ability to influence strategic approach to assessment design	P
Good communications and presentation skills to create and explain a succinct and coherent view of complex assessment issues	A/I/T/P
Good networking influencing, persuasion and engagement skills to help ensure desired outcomes are delivered	P
Open minded but with a willingness to challenge orthodoxy and the thinking of others in a constructive manner and to champion good assessment principles	I/P
Core Competencies <i>[the role holder will be able to demonstrate proficiency in the following core competencies to a level appropriate to the role – the three competency levels are defined in the Q&M competency framework]</i>	
Customer service	L2
Developing and managing self and others	L2
Leadership	L2
Planning and organising	L3
Change management	L2
Effective communication	L3
Problem solving	L3
Commercial focus	L2
Qualifications and Experience <i>[the role holder will have the following qualifications and experience required for the role, including any regulatory or compliance requirements]</i>	

Education – to degree level or equivalent relevant professional experience	A
Experience of leading and managing change initiatives	A/I
Experience of managing the setting of question papers and/or other assessments	A/I

AQA's Behaviour Framework which is assessed through the selection/probation process

Assessment key (criteria to be assessed at the selection stage)
A – application (it is **essential** to provide evidence on application for shortlisting purposes)
I - interview **T** – test (or work sample) **P** – probation