

Conduct Outcomes-Based Assessment

LEARNER GUIDE



SAQA US ID	US TITLE	NQF LEVEL	CREDITS
15753	Conduct Outcomes-Based Assessment	5	15

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TABLE OF CONTENTS

MODULE 1	9
Demonstrate understanding of outcomes-based assessment. (SO1)	9
1. Outcome Based Training	9
1.1 Three pillars of outcomes based education	9
1.2 Recognition of Prior Learning (RPL)	11
1.3 Assessment Method	13
1.4 Key Principles of Assessment	15
1.5 Giving Feedback on Results	18
MODULE 2	Error! Bookmark not defined.
Prepare for Assessments (SO2)	Error! Bookmark not defined.
2. PREPARE FOR ASSESSMENT	Error! Bookmark not defined.
2.1 Assessment assignment	Error! Bookmark not defined.
2.2 Prepare candidates for assessment	Error! Bookmark not defined.
2.3 Moderation	Error! Bookmark not defined.
2.4 Pre-assessment meeting	Error! Bookmark not defined.
2.5 Accommodating Special Needs	Error! Bookmark not defined.
2.6 Candidate Readiness	Error! Bookmark not defined.
MODULE 3	Error! Bookmark not defined.
Conduct assessments. (SO3)	Error! Bookmark not defined.
3. Conduct Assessment and document evidence	Error! Bookmark not defined.
3.1 Environment and assessment practices	Error! Bookmark not defined.
3.2 Conduct the assessment	Error! Bookmark not defined.
3.3 Questioning	Error! Bookmark not defined.
3.4 Sufficient evidence	Error! Bookmark not defined.
3.5 Evaluate Evidence and make Assessment Judgments	Error! Bookmark not defined.
3.6 Final Assessment Judgment	Error! Bookmark not defined.
MODULE 4	Error! Bookmark not defined.
Provide Feedback on Assessments (SO4)	Error! Bookmark not defined.
4. PROVIDE FEEDBACK ON ASSESSMENTS	Error! Bookmark not defined.
4.1 Parties	Error! Bookmark not defined.
4.2 Manner of giving feedback	Error! Bookmark not defined.
4.3 Negative feedback	Error! Bookmark not defined.
4.4 Feedback from the candidate	Error! Bookmark not defined.
4.5 Appeal Procedure	Error! Bookmark not defined.
4.6 Checklist for providing feedback:	Error! Bookmark not defined.
MODULE 5	Error! Bookmark not defined.
Review assessments (SO5)	Error! Bookmark not defined.
5. REVIEW ASSESSMENT	Error! Bookmark not defined.
5.1 Good and bad practice	Error! Bookmark not defined.
5.2 Feedback	Error! Bookmark not defined.
5.3 Quality	Error! Bookmark not defined.
5.4 Moderation	Error! Bookmark not defined.
5.5 Internal moderation	Error! Bookmark not defined.
5.6 External moderation (Verification)	Error! Bookmark not defined.
APPENDIX A: MEMO FOR U/S 14359	Error! Bookmark not defined.
FORMATIVE ASSESSMENTS	Error! Bookmark not defined.

SUMMATIVE ASSESSMENTS Error! Bookmark not defined.

QUESTION 1 Error! Bookmark not defined.

QUESTION 2 Error! Bookmark not defined.

QUESTION 3 Error! Bookmark not defined.

QUESTION 4 Error! Bookmark not defined.

QUESTION 5 Error! Bookmark not defined.

QUESTION 6 Error! Bookmark not defined.

QUESTION 7 Error! Bookmark not defined.

QUESTION 8 Error! Bookmark not defined.

QUESTION 9 Error! Bookmark not defined.

APPENDIX B: MEMO FOR U/S 243204 Error! Bookmark not defined.

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Workplace Logbook..... Error! Bookmark not defined.

The UNIT STANDARD used in this learning module:


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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Conduct outcomes-based assessment

SAQA US ID	UNIT STANDARD TITLE			
115753	Conduct outcomes-based assessment			
ORIGINATOR				
SGB Assessor Standards				
QUALITY ASSURING BODY				
ETDP SETA - Education, Training and Development Practices Sector Education and Training Authority				
FIELD			SUBFIELD	
Field 05 - Education, Training and Development			Higher Education and Training	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	15
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc.), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
9927	Conduct an assessment	Level 4	NQF Level 04	12	Complete
7978	Plan and conduct assessment of learning outcomes	Level 5	Level TBA: Pre-2009 was L5	15	Complete

OUTCOMES of this Unit Standard	Those who have achieved this unit standard will be able to: <ul style="list-style-type: none"> Demonstrate understanding of outcomes-based assessment. Prepare for assessments. Conduct assessments. Provide feedback on assessments. Review assessments.
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Learning Time	It will take you approximately 150 hours to master the outcomes of this Learning Programme.
What is expected of you?	To successfully master this unit, you are required to: <ul style="list-style-type: none">• Study the content of this skills programme;• Complete all activities indicated in this skills programme;• Utilise your coach and colleagues as learning resources, and• Verify your learning progress with your coach/facilitator

INTRODUCTION

What is the South African Qualifications Authority?



The South African Qualifications Authority (SAQA) is a juristic person - that is an entity given a legal personality by the law. The South African Qualifications Authority Board is a body of 12 members appointed by the Minister of Higher Education and Training.

The objectives of SAQA are to

- advance the **objectives of the NQF**;
- oversee the further development and implementation of the NQF; and
- Co-ordinate the sub-frameworks.

SAQA must advise the Minister of Higher Education and Training on NQF matters in terms of the NQF Act. SAQA must also perform its functions subject to the **NQF Act 67 of 2008** and oversee the implementation of the NQF and ensure the achievement of its objectives.

SAQA has the following role with respect to qualifications:

1. SAQA must develop and implement policy and criteria, after consultation with the QCs for the development, registration and publication of qualifications and part-qualifications, which must include the following requirements:
 - The relevant sub-framework must be identified on any document relating to the registration and publication of a qualification or part-qualification;
 - Each sub-framework must have a distinct nomenclature for its qualification types which is appropriate to the relevant sub-framework and consistent with international practice.
2. SAQA must register a qualification or part-qualification recommended by a QC if it meets the relevant criteria;
3. SAQA must develop policy and criteria, after consultation with the QCs, for assessment, recognition of prior learning and credit accumulation and transfer.

The Education and Training Quality Assurance (ETQA) regulations were also published in 1998 and provided for the accreditation of Education and Training Quality Assurance bodies. These bodies are responsible for accrediting providers of education and training standards and qualifications registered on the NQF, monitoring provision, evaluating assessment and facilitating moderation across providers, and registering assessors. The ETQA responsibilities of SETAs will remain according to the mentioned SAQA regulations, until such time as the Minister Higher Education and Training publishes new regulations replacing the existing regulations, thereafter the responsibilities will reside with the Quality Council for Trade and Occupations (QCTO).

SAQA has the following role with respect to professional bodies:

- Must develop and implement policy and criteria for recognising a professional body and registering a professional designation for the purposes of this Act, after consultation with statutory and non-statutory bodies of expert practitioners in occupational fields and with the QCs;

- Recognise a professional body and register its professional designation if the relevant criteria have been met.

What is a National Qualifications Framework?

The National Qualifications Framework (NQF) is a comprehensive system approved by the Minister for the classification, registration, publication and articulation of quality-assured national qualifications.

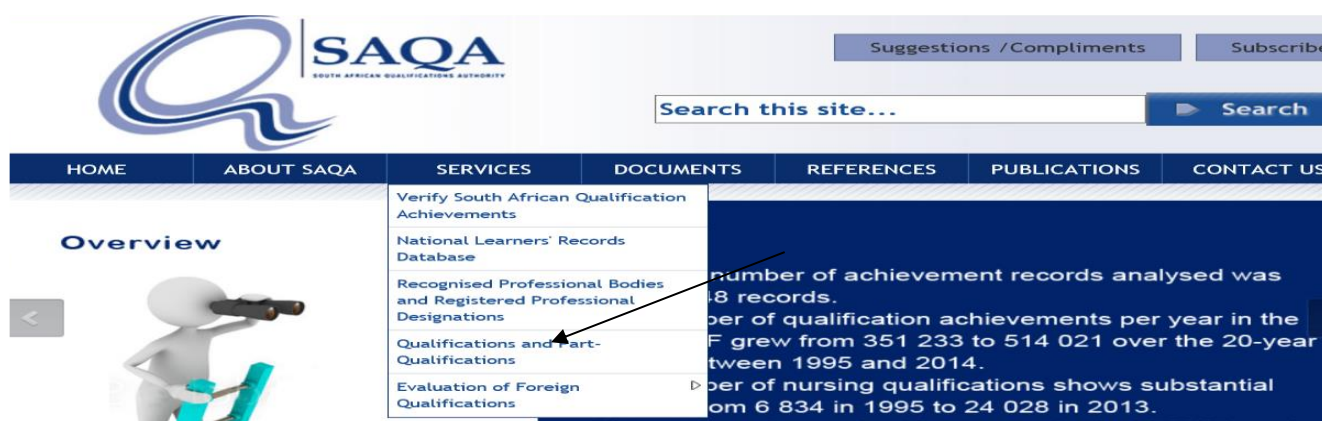
In short, the NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.

NATIONAL QUALIFICATIONS FRAMEWORK		
LEVELS	SUB-FRAMEWORK & QUALIFICATION TYPES	
10	DOCTORAL DEGREE DOCTORAL DEGREE (PROFESSIONAL)	*
9	MASTER'S DEGREE MASTER'S DEGREE (PROFESSIONAL)	*
8	BACHELOR HONOURS DEGREE POSTGRADUATE DIPLOMA BACHELOR'S DEGREE	OCCUPATIONAL CERTIFICATE LEVEL 8
7	BACHELOR'S DEGREE ADVANCED DIPLOMA	OCCUPATIONAL CERTIFICATE (LEVEL 7)
6	DIPLOMA ADVANCED CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 6)
5	HIGHER CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 5)
4	NATIONAL CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 4)
3	INTERMEDIATE CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 3)
2	ELEMENTARY CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 2)
1	GENERAL CERTIFICATE	OCCUPATIONAL CERTIFICATE (LEVEL 1)

Finding a Unit Standard

Follow the instructions, and choose a unit standard from the SAQA website:

1. Through Internet Explorer, search for the website: www.saqa.org.za.
2. Click on the tab, on the left of your computer screen that say: **Qualifications and Unit Standards**.



3. Click on the top blue line that says: **Registered qualifications and unit standards**.

There are eight searchable databases of qualifications and part-qualifications on the SAQA website:

▶ **All qualifications and unit standards**

Search for all qualifications and unit standards, no matter what their status

▶ **Registered qualifications and unit standards**

Qualifications and unit standards that are registered on the National Qualifications Framework (NQF)

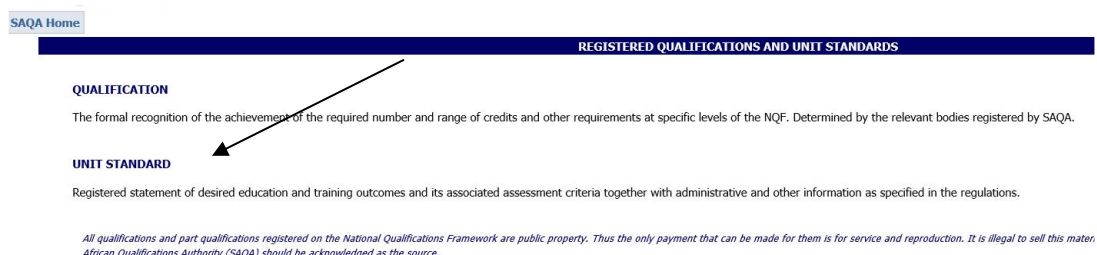
▶ **Qualifications and unit standards that have passed their Registration End Date**

Qualifications and unit standards that were registered on the NQF and have subsequently expired
(this includes qualifications and unit standards that have been replaced by others)

▶ **Qualifications and part-qualifications for public comment - no longer applicable**

SAQA, in terms of sections 13(h)(i) and 27(h)(i) of the NQF Act, no longer publishes qualifications for the purpose of public comment. For further information, enquirers

4. Click on Search for a Unit Standard.



5. This is your detailed search field; you can now search for keywords or numbers, levels, subfields etc. Type in your criteria, and then Click on **GO**.

SAQA Home
[Registered Qual & Unit Std Home page](#) | [Search Qualifications](#)

Search for a Registered Unit Standard

Unit Standard Title	time
Unit Standard ID	
Pre-2009 NQF Level	
NQF Level	
ABET Band	
Learning Subfield	
Originator	
or Field	
Accredited Provider	
Primary or Delegated QA Functionary	
Word Search	

View results as list or table **Go**

6. Choose one of the Unit Standards in the list.

[Registered Qual & Unit Std Home page](#) | [Search Qualifications](#)

Registered Unit Standards - Search Results

Searched system for time

Title: [Analyse cultural products and processes as representations of shape, space and time](#)
 ID: 7464
 Pre-2009 NQF Level: Level 1
 NQF Level: NQF Level 01
 ABET Band: ABET Level 4
 Subfield: Mathematical Sciences
 Originator: SGB Math. Literacy Mathematics and Math Sciences
 Field: Field 010 - Physical, Mathematical, Computer and Life Sciences
 Credits: 2
 Primary or Delegated QA Functionary:

Title: [Apply efficient time management to the work of a department/division/section](#)
 ID: 15234
 Pre-2009 NQF Level: Level 5
 NQF Level: Level TBA: Pre-2009 was L5
 ABET Band: Undefined
 Subfield: Generic Management
 Originator: SGB Generic Management
 Field: Field 003 - Business, Commerce and Management Studies

7. And magically you have a unit standard. Do this exercise until you find a suitable unit standard for your student's assessment.



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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
 REGISTERED UNIT STANDARD:**

Apply efficient time management to the work of a department/division/section

SAQA US ID	UNIT STANDARD TITLE		
15234	Apply efficient time management to the work of a department/division/section		
ORIGINATOR			
SGB Generic Management			
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			
-			
FIELD		SUBFIELD	
Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL
Undefined	Regular-Fundamental	Level 5	Level TBA: Pre-2009 was L5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		2015-07-01	2018-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT	
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MODULE 1

Learning Outcomes

At the end of the module the learner will be able to:

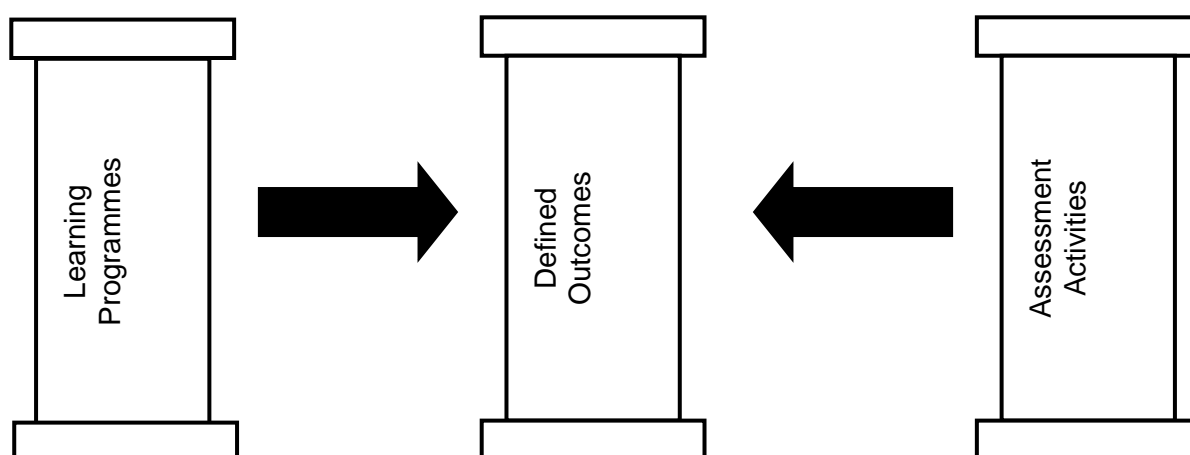
Demonstrate understanding of outcomes-based assessment. (SO1)

- Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages. (AC1)
- RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace. (AC2)
- A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations. (AC3)
- Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results. (AC4)
- The approach to giving feedback on assessment results is described in terms of the possible impact on candidates and further learning and assessment. (AC5)

1. Outcome Based Training.

In outcome based learning, all programs and instructional efforts are **OBE** designed to produce specific, lasting results in learners by the time they leave the training intervention. Outcomes based training can also be referred to as learner-centered training rather than teacher-centered training.

1.1 Three pillars of outcomes based education



1.1.1 Comparison of outcomes-based education to contents-based education

Contents-Based Education	Outcomes-Based Education
Teachers transmit information to passive students	Teachers are no longer seen as mere transmitters of knowledge, but as facilitators of meaningful learning
The classroom and activities are teacher-centered	The classroom and activities are learner-centered
The focus is on the knowledge of facts, information and syllabus contents	The focus is on a wide variety of outcomes that have to be achieved: knowledge, skills, understanding, attitudes, and values. The focus is on the application of both knowledge and skills.
The information in the syllabus is independent of the learner's life and experience	Learning and learning programmes are relevant to real-life situations and to the experiences of learners
No credit is given for prior knowledge or skills outside the formal education situation	Credit is given for prior knowledge and skills acquired over time outside the formal education system
The subjects are rigid and compartmentalized with little or no cross-reference	Knowledge and skills are integrated across the learning areas in order to prepare learners for real life, where knowledge is seldom compartmentalized
Teaching Methodology	Teaching Methodology
Learners are often expected to repeat information like parrots and to learn information by rote without the necessary understanding	Learners are expected to think critically, solve problems creatively, to reason, to reflect, to research and to participate actively
Lecturers mostly make use of "chalk and talk" methods and lecturing to impart information	Facilitators make use of team and other collaborative teaching strategies and learners engage in group/team/pair work, as well as activities, debates, role play, etc.
Lecturers are responsible for delivering information and for the fact that learning should take place	Learners take responsibility for their own learning by being actively involved in research, debates, experiments, group work, etc.
All students work at the same pace, which is dictated by the syllabus and the lecturer. The diversity of learner's levels of ability and various learning styles are not taken into account	Learners determine their own pace at which they work. The pace is dictated by their unique situation, barriers to learning, level of ability and so on
Use of Learning Materials	Use of Learning Materials
Prescribed textbooks with information that is often strange to real life and the experience of the learners	A wide range of learning materials which encourage an eclectic approach. A wide range of resources is used in order to facilitate the learning process and relate it to the real-life world of the learner.
Assessment	Assessment
The knowledge of students is evaluated by means of rigid, time-bound tests and end-of-year examinations	The outcomes reached by learners are assessed continuously to give an overall picture of an individual learner's progress
The evaluation of students' knowledge focuses on the retention of facts	Assessment of learners is comprehensive, using various techniques and criteria that include the assessment of knowledge, skills and dispositions

Evaluation is mostly done by individual facilitators who mark work and calculate a final result in numerical terms	Assessment is done by the learners themselves, the facilitators, peers and other significant people
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1.1.1 Advantages of OBE

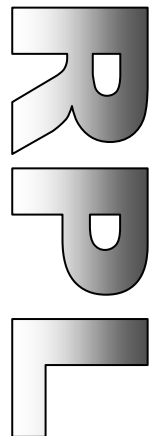
Advantages	Disadvantages
All learners can learn and must be helped to develop to their full potential. This implies that all learners will rise to your expectations for them	All learners will not be equally successful, as each learner can only achieve to his individual potential
Facilitators and learners are jointly responsible for creating the conditions under which learners can succeed	Learners have to also accept responsibility of the learning experience and not rely only on the facilitator anymore.
Individual learner's needs are catered for by means of a variety of instructional strategies and assessment tools	The system generates more paperwork than the previous system
Learner's progress is based on their demonstrated achievement and not on a date on the calendar	This can become time-consuming, if no time limit is set for the learner
The responsibility for effective learning rests on the shoulders of all the stake holders in education: facilitators, learners, parents, community, government	The different stakeholders must be willing to take the responsibility, or be convinced to take responsibility

1.2 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process of identifying your knowledge and skills against a qualification or part thereof.

Prior learning means any learning, skills and knowledge that the learner has acquired through:

- ✓ Formal education and training programmes
- ✓ In-house and on-the-job training and education
- ✓ Self-study
- ✓ On-the-job-experience acquired through working



Therefore a learner can provide evidence that they are competent against each outcome of the course, with a document, proving that they have previously done this specific task and has been found competent.

Such a document can be anything, like previous training certificates, testimonials of employers, copies of previous work, etc.

1.2.1 Purpose of RPL

- ✓ The purpose of RPL is to compare the previous learning and experience of a learner against specified learning outcomes that are required for:
- ✓ The award of credits for a specified unit standard or qualification
- ✓ Access to further learning
- ✓ Meeting minimum requirements for a specific job
- ✓ Placement at a particular level in an organisation
- ✓ Advance standing or status
- ✓ It does not matter when, where or how a person obtained the knowledge and skills that are required, it could be recognised for credits.

1.2.2 Principles of RPL

- ✓ Exactly the same **principles**, i.e. currency of evidence, sufficiency of evidence, validity of evidence and authenticity of evidence, apply in an assessment of prior learning.
- ✓ Assessment for the recognition of prior learning, is therefore, as for any assessment, subject to the following principles:
- ✓ The application of NQF principles.
- ✓ The application of the principles of credible assessment.
- ✓ The application of the principles of the collection of and quality of the evidence.
- ✓ The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for.
- ✓ Sourcing types of evidence as suggested.
- ✓ The use of various methods and instruments mentioned.
- ✓ The application of the assessment process outlined.
- ✓ The application of moderation requirements.

1.2.3 Process of RPL

- ✓ The assessment process for RPL assessments is nearly the same as discussed in the previous module:
- ✓ Plan the assessment.
- ✓ Inform the learner.
- ✓ Assessor conducts the assessment & collects evidence.
- ✓ RPL advisor discusses the evidence requirements with the learner and shows the learner how to compile a portfolio of evidence (POE).
- ✓ Learner compiles and submits the POE to the assessor.
- ✓ Assessor makes a judgement about the learners' competence.
- ✓ Provide feedback to the learner.
- ✓ Completing administrative requirements.
- ✓ Evaluate the assessment process.

1.2.4 Benefits of RPL

- ✓ A learner can be declared competent and obtain credits for a unit standard or a qualification based on previous learning and experience, without studying for the whole qualification or unit standard.
- ✓ RPL can show the learner which areas of the qualification or unit standard he has to concentrate on in order to be declared competent.
- ✓ The learner can be declared competent for meeting the minimum requirements of a job even if he does not have a formal qualification.
- ✓ RPL can give a learner access to further training and education where minimum qualifications are required.
- ✓ RPL can assist the learner, the facilitator and supervisor in identifying potential weaknesses in the learner's performance, which can then be easily rectified.

1.2.5 Diagnostic RPL Assessments

- ✓ Diagnostic assessments are a critical part of the RPL process. This assessment instrument measures the learners' competence on specific assessment criteria.
- ✓ Example:

SO 1	Prepare A Vehicle For A Trip	COMPETENT	NOT YET COMPETENT
AC 1	Vital vehicle components are inspected in a systematic way in order to comply with the Road Traffic Act of 1993. RANGE: Components: exterior of vehicle; interior of vehicle; fluid levels; brakes and vehicle equipment.		

AC 2	Vehicle inspection is recorded legibly and in accordance with operational requirements/specifications.		
AC 3	All vehicle defects are identified and reported accurately; comprehensively and timeously, so that the necessary actions to rectify defects are initiated.		
AC 4	All prescribed and or other relevant preliminaries are executed (e.g. brake tests and start up procedures).		

The assessor will use an assessment tool for each of the assessment criteria above. The learner’s results will be captured. In the areas where the learner has not proven competence, he/she has to be trained and then reassessed.



1.3 Assessment Method

Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes.

Relying on only one method to provide information about the program will only reflect a part of students’ achievement. For example, responses from student surveys may be informative, however, when combined with students’ test results they will be more meaningful, valid, and reliable.

Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews.

1.3.1 Assessment Method Comparison

The following methods can be used for determining learner achievement and put together in ‘n Portfolio of Evidence:

Method	Explanation	Instrument Examples
Observation	Observing the learner whilst he/she is carrying out the activities defined in an outcome of a standard. Can be real or simulated. Observation is usually complemented with oral questioning.	Real: Performance checklists Simulated: Role-plays (Learners are presented with a situation, often a problem or an incident, to which they have to respond, by assuming a specific role). Simulations (Mirrors actual activities or conditions). Case studies (Description of an event concerning a real life or simulated situation is given. It is then followed by a series of instructions which prompts the learner to analyze the situation presented, draw conclusions & make decisions or suggest courses of action). Product evaluation (evaluating something the learner has made or done, after the activity has been completed).
Oral	Often used to test knowledge & understanding.	Questions Interviews

	Also used to test reflective ability, as well as problem-solving skills. Oral questioning often used to complement other methods, e.g. observation.	Presentations
Written		Written Tests (Restricted response like Multiple Choice, True or False, match Items, Fill in the missing words; or Open Response, which can be Close vs. Open book tests). Assignments (Problem solving exercise with clear guidelines and a specified length). Projects (Practical exercise to be tackled by the individual or in a group. Assessor typically provides a topic which results in some sort of investigation and subsequent report). Logbooks (A self-reporting method. Useful means of assessing the process of learners' achievement or performance. It should have clear instructions for use and give guidance to learners as to how essential information is to be recorded). Completed documents.
Self-Assessment	Shows what the learner thinks his/her own level of competence is. Starting point for RPL assessment.	Self-assessment column can be added to any assessment tool, for the learner to complete.
Reports	Learner provides written reports outlining areas of learning.	Describes rationale for paperwork on an insurance claim.
Video Taped Performance	Learner provides video evidence of the ability to perform a skill.	Learner records a regular morning's work and selects sections for presentation.
Case Studies	A 'scenario' is recreated and the learner is required to respond in task form, based on the information in the case study.	A common form of order from a regular client is described but introducing elements that require the learner to think beyond the range of the procedure.
Product Sampling	Product of learner's learning is assessed.	A correctly packed pallet is checked against safety and packaging criteria.
Client Satisfaction	Establishing the level of client satisfaction.	Interview with a client.

1.3.1 Advantages and Disadvantages of Assessment Methods

Instrument	Advantages/Uses:	Disadvantages:
Real Life Observation	Authentic evidence because it is carried out in the actual workplace. Minimum disruption in production. Focus on naturally occurring events. Cost-Effective.	Assessor may need additional evidence, to assess performance in different conditions (as per range statement); & problem solving & reflective skills.
Simulated Observation (Role-play;	Useful for getting evidence where real life observation is impractical or too costly.	People may perform differently in the real situation.

Simulation; Case study; etc.)	Role-plays can be used to assess a wide range of behavioural & inter-personal skills. Can be enjoyable for candidates.	Can be artificial – Might not accurately reflect the real working conditions & pressures.
Oral Assessments	Questions can be used effectively to complement other methods, e.g. assessing the associated knowledge & understanding whilst observing a task being carried out. Candidate does not have to write. Can be used to assess problem solving and reflective skills.	Weak questions leads to weak answers – questions have to be structured very well. Assessor will also have to use his/her professional judgement, as there may be no pre-determined answers to some questions. Learners with good oral communication skills, may do better, although their actual performance is not better. Provides supplementary evidence only – can't only use questions.
Written Tests	Useful to assess cognitive skills like problem solving, as well as knowledge & understanding. Also used to complement other methods like observation. Cost & time effective, since it can be administered in big groups. Standardizes the assessment – everyone gets exactly the same questions. Logbooks can encourage self-motivation in the learner. Projects can be used to assess group performance. With projects, the assessment of criteria within and across various unit standards, can be integrated.	Requires good literacy levels from the learner. Margin of error in restricted response questions are high- learner could randomly select the correct answers. Highly analytical- & cognitive abilities cannot be assessed by means of restricted response questions. Again learners with good written communication skills might do well, whilst their performance is not actually better. With projects & assignments it might be difficult to determine whether it is the learner's own work. Logbook entries might be faked.

1.4 Key Principles of Assessment

In all the above mentioned assessments the key principal of assessments remain the same. The assessments and evidence must be:

1.4.1 Authentic

All evidence that is submitted must be authentic: it must be the candidate's own work, done without assistance from someone else.

Here we as assessors must establish beyond a doubt whether the proof of competence submitted is genuine and is the work of the candidate and not someone else.

- ✓ If a candidate has submitted photographs of projects they claim to have completed, how do we know that the candidate did actually perform the work?
- ✓ Did the candidate do all the work or only some of the work?
- ✓ If the candidate did some of the work, what part did the candidate do, and is it relevant, proving to us that the candidate is competent against a certain outcome?
- ✓ If the candidate has submitted a logbook of some kind, has a reliable person that we have faith and trust in signed the logbook verifying that this is genuine and not "manufactured" specifically for the assessment?

If you as the assessor did not actually observe the candidate performing the task, then we must verify the authenticity of the evidence submitted. Witness testimonies and further questioning can help to confirm the authenticity.

1.4.2 Valid

When an assessor considers the assessment evidence for validity, the assessor is ensuring that the evidence does address or match the outcomes stipulated in the relevant unit standard.

The assessor must check that the evidence is relevant to the outcomes.

If a candidate is being assessed for face bricklaying, then evidence of painting a wall is not valid or relevant.

We need to ensure that the candidate has not submitted whatever they could find as evidence. The evidence must be valid.

1.4.3 Sufficient

When assessors look at the sufficiency of the assessment evidence, they are considering whether the evidence gathered is enough, whether the evidence proves exactly what the assessor needs to know to make an assessment judgment or not.

When the assessor makes the final assessment judgment, the assessor must be satisfied that the candidate is definitely competent and will be able to perform the task over and over again, to the standards, quality and accuracy displayed in the assessment, at the workplace.

The assessor must be confident and convinced that the candidate was not “just lucky” to get everything correct during the assessment.

We therefore need to check that we have sufficient evidence and that we have evidence against all the outcomes and have not overlooked or ignored any outcomes.

1.4.4 Current

- ✓ Is the candidate able to perform the assessment outcomes at the time the assessor declares the candidate competent?



**Shorten the time
necessary to earn
a qualification!**

1.4.5 Appropriate

The method of assessment must be chosen to suit the outcome being assessed. You must be able to gather evidence in relation to the intended outcome and not something else.

Ask yourself:

- ✓ Is the assessor aware of what has to be assessed (standards and outcomes)?
- ✓ Is the evidence collected clearly related to the outcomes assessed?
- ✓ Evidence will show that the assessment criteria have been met
- ✓ The learner will be able to demonstrate competence consistently
- ✓ The assessment tools must fit the assessment criteria/ outcomes

- ✓ Is the evidence submitted current /recent?
- ✓ Was enough evidence collected to prove the learners competence?
- ✓ Is the evidence that is being assessed the learners own work?

1.4.6 Fair

The method of assessment must be fair, it must not discriminate or present barriers to the learner's achievement of the outcome.

Ask the following questions in order to determine whether an assessment is fair:

- ✓ Did the learner understand what was expected of him/her?
- ✓ Was the learner informed of the time, date and venue of the assessment?
- ✓ Does the assessment method favour other learners e.g. race, gender, ethnic backgrounds or disabilities?

An assessment should not in any way hinder or disadvantage the learner. An unfair assessment would be:

- ✓ Unequal in opportunities, resources, appropriate teaching and learning opportunities.
- ✓ Biased in terms of: ethnicity, gender, age, disability, social class and race
- ✓ Unclear as to what is being assessed
- ✓ Comparative of learner's work with other learners: diversity of learning styles, home language, values, gender, race

To be fair, an assessment should address all the above and also be:

- ✓ Clear, transparent and available to all learners.
- ✓ Appeal mechanisms and re-assessments available to all learners.

1.4.7 Manageable

The assessment methods that are chosen must be:

- ✓ Easily arranged
- ✓ Cost-effective
- ✓ Must not interfere unduly with learning
- ✓ Ask yourself:
 - ✓ Is the assessment feasible/practicable?
 - ✓ To achieve this,
 - ✓ Keep assessment time as brief as possible.
 - ✓ As far as possible do not interrupt workflow/production.
 - ✓ Involve as few people as possible.
 - ✓ Do not occupy equipment required for line work if possible.
 - ✓ Ensure the learner is ready through formative assessments.
 - ✓ Use integrated assessments where possible.

1.4.8 Integrated

The collection of evidence must be integrated into the learner's work or learning processes where it is appropriate or feasible. This is also called naturally occurring evidence.

In other words, where you possibly can, relate the assessment to the learner's work. This makes sense to the learner and you will find the gathering of evidence is more effective when you use evidence that occurs as a matter of course in the workplace.

Where learners are involved in learning situations, you can also relate the assessment to the learning situation, to reap the benefits of naturally occurring evidence.

1.5 Giving Feedback on Results

Feedback has a significant impact on learning; it has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999).

The main objectives of feedback are to:

- Justify to students how their mark or grade was derived
- Identify and reward specific qualities in student work
- Guide students on what steps to take to improve
- Motivate them to act on their assessment
- Develop their capability to monitor, evaluate and regulate their own learning (Nicol, 2010).

To benefit student learning, feedback needs to be:

- Constructive. As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work.
- Timely. Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks.
- Meaningful. It should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

Feedback is valuable when it is received, understood and acted on. How students analyse, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010). Through the interaction students have with feedback, they come to understand how to develop their learning.

Example of Feedback form:

Learners Signature:		Date
Assessor's Signature:		Date
Learner's Comments:		
1. How did I cope with this Unit Standard? (Tick the most appropriate box)		
I understand everything	<input type="checkbox"/>	I can apply the unit standard in my working
I struggled through it and don't understand	<input type="checkbox"/>	There are some things I have not yet mastered
2. Write down any areas where you do not have full understanding.		
3. What knowledge that you have gained can be implemented in your area of work?		
4. Was the content (Tick the most appropriate box)		
Easy	<input type="checkbox"/>	
Challenging	<input type="checkbox"/>	
Far too difficult	<input type="checkbox"/>	
5. Are you happy with the feedback on your performance from your Evidence Collector Facilitator /		
Yes No		
If not, please explain:		

