PERITUM
AGRI INSTITUTE

Learner Guide

Conduct Moderation of Outcomes Based Assessment

Based on Unit Standard 115759

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Learner Orientation

This learning material is based on the following unit standard:

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Conduct moderation of outcomes-based assessments

SAQA US ID	UNIT STANDARD TITLE			
115759	Conduct moderation of outcomes-based assessments			
ORIGINATOR		**ORIGINATING PROVIDER**		
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 6	New Level Assignment Pend.	10
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2023-06-30		2027-06-30		

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
9929	Moderate an assessment	Level 5	New Level Assignment Pend.	12	Complete
7977	Moderate Assessment	Level 6	New Level Assignment Pend.	10	Complete

The purpose of the unit standard associated with the learning material:

This unit standard is for people who conduct internal or external moderation of outcomes-based assessments. The assessments could be in terms of outcomes defined in a number of documents, including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications. This unit standard will contribute towards the achievement of a variety of qualifications particularly within the field of Education Training and Development Practices and Human Resource Development.

Those who have achieved this unit standard will be able to moderate assessments in terms of the relevant outcome statements and quality assurance requirements. The candidate-moderator will be able to use the prescribed Quality Assurance procedures in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability.

In particular, people credited with this unit standard are able to:

- Demonstrate understanding of moderation within the context of an outcomes-based assessment system,
- Plan and prepare for moderation,
- Conduct moderation,
- Advise and support assessors,
- Report, record and administer moderation, and
- Review moderation systems and processes. Learning Assumed to be in Place

It is assumed that learners are competent in:

The credit calculation is based on the assumption that learners have previous assessment experience when starting to learn towards this unit standard, and in particular, recognition for the unit standard: NLRD 115753: "Conduct outcomes-based assessments".

It is further assumed that the person has evaluative expertise within the field in which they are moderating assessments.

Directions for the implementation of a quality learning program

Remember that quality learning requires a planned and measure process, with meticulous recordkeeping. It is also important to build in checks and measures in order to evaluate and improve the quality of your learner program every step of the way.

We have tried to streamline the administrative processes by providing you with “pro-forma” copies of all the documents required, and a simple schematic of which forms to use when.

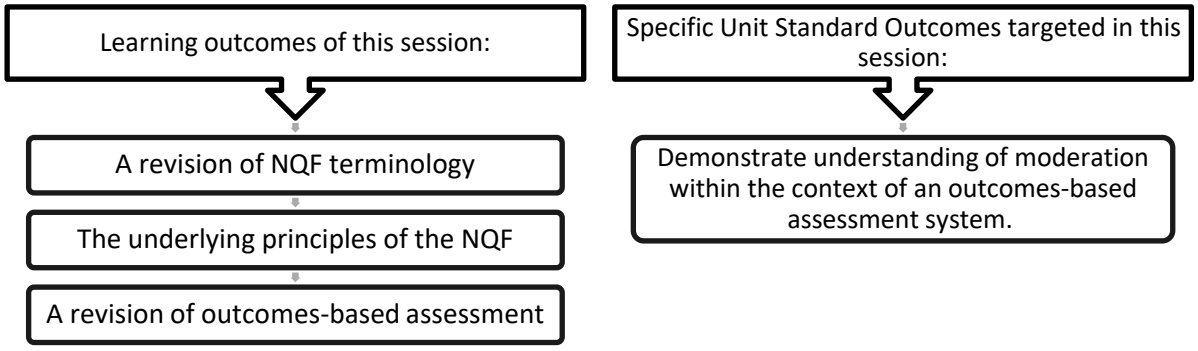
Learner support materials

This guide works in concert with the other learning material guides normally designed by Cabeton to implement quality training programs.

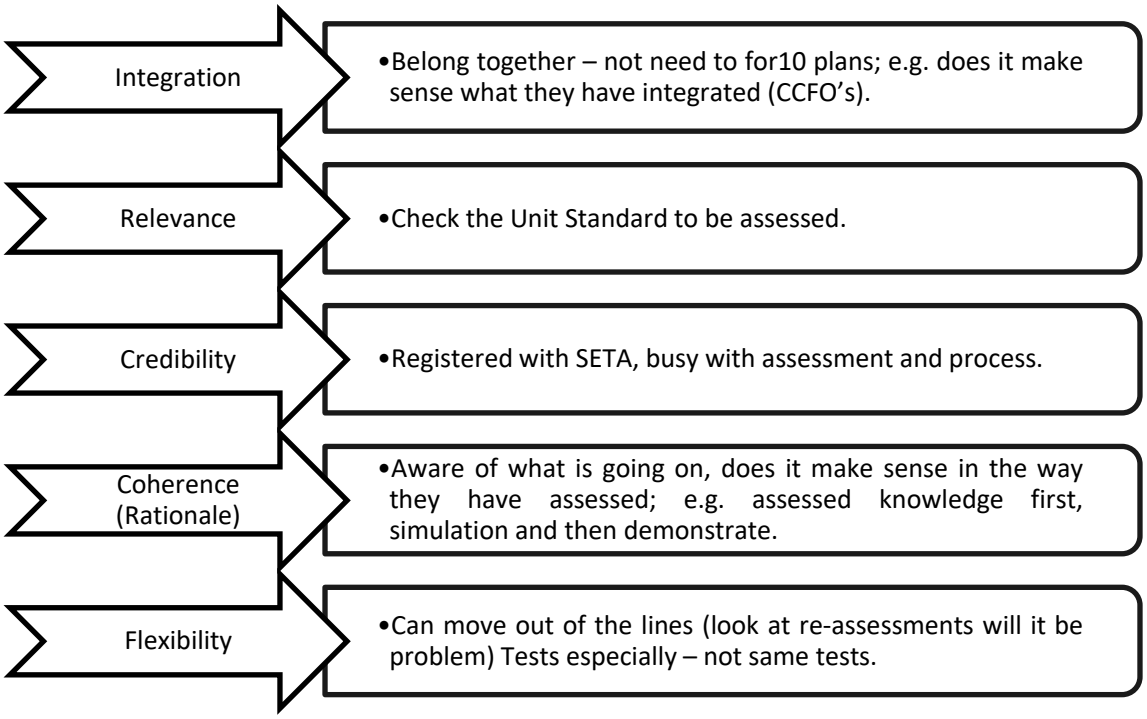
In order to ensure that you implement the learning program optimally please ensure that you have all the associated guides and give copies of those guides to all the relevant stakeholders in the training team.

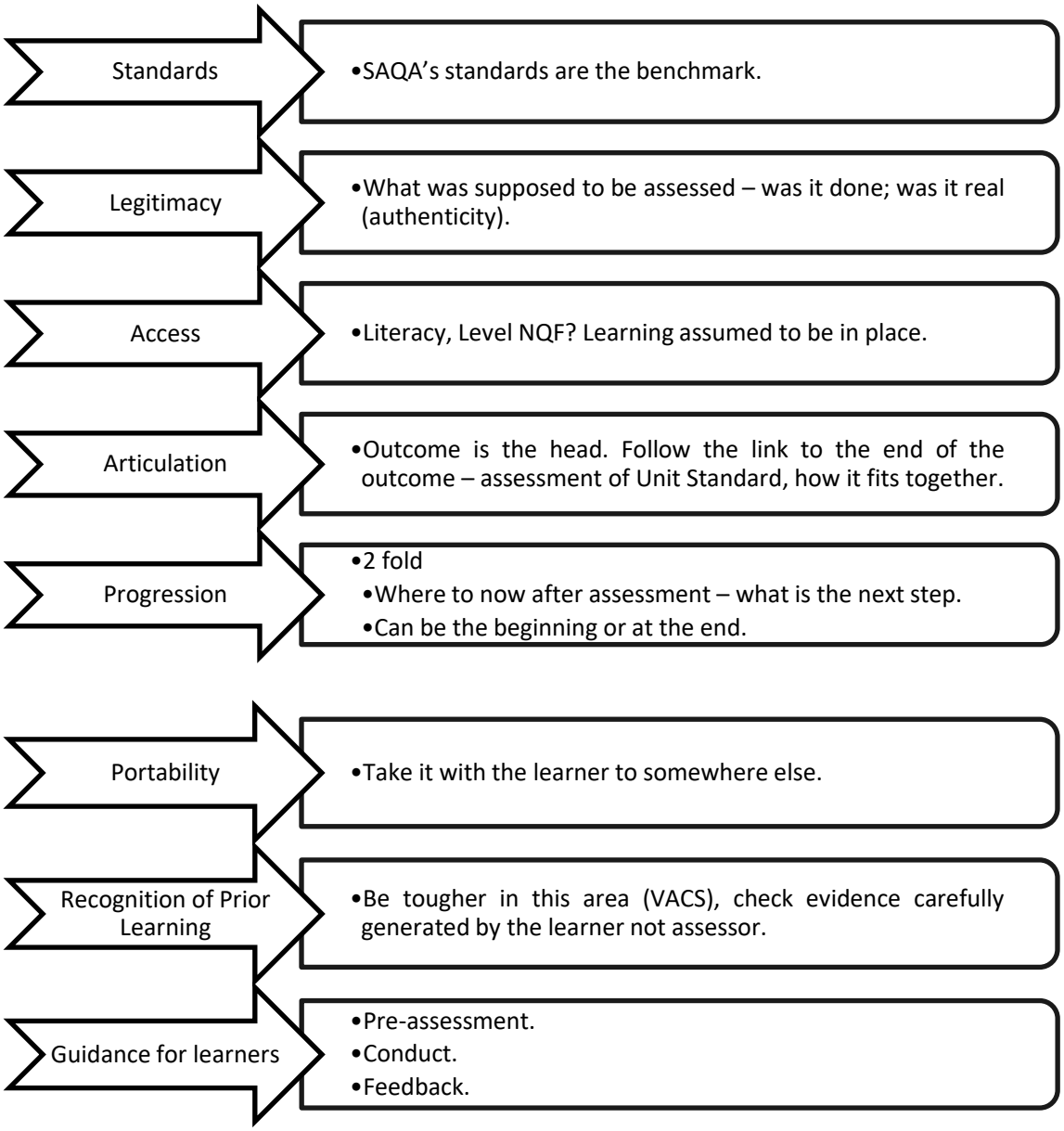
The following guides are included in this program:		**Yes – it is included**		**No – it is not included**	*The following stakeholders should be given a copy:*
Learner Study Guides	✓				❑ Learner ❑ Facilitator ❑ Workplace support staff (mentors and coaches)
Learner Portfolio of Evidence Guides	✓				❑ Learner ❑ Facilitator ❑ Assessor ❑ Workplace support staff (mentors and coaches)

Learning Unit 1: Introduction - An Overview of Assessment

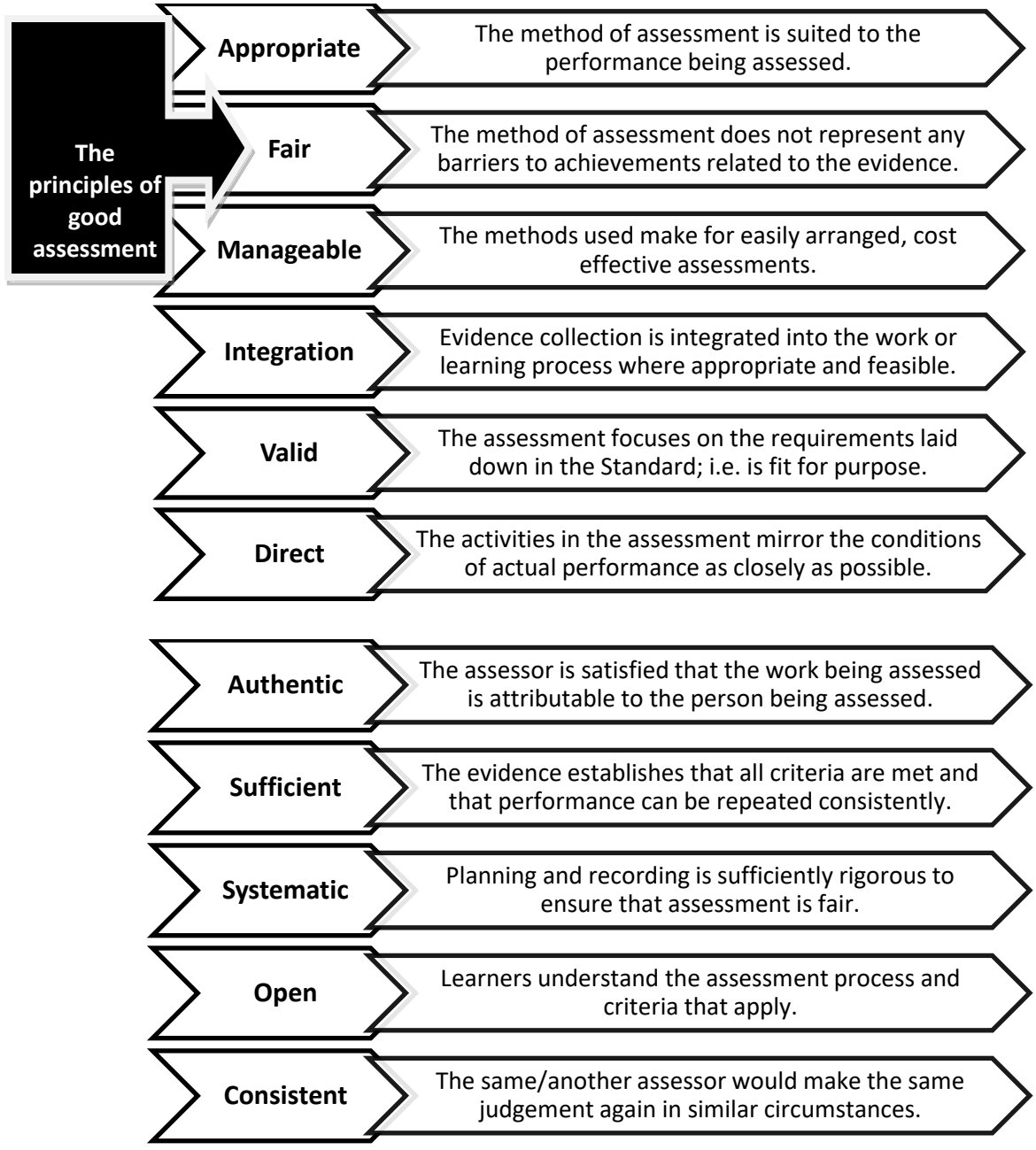


1. The Underlying Principles of the NQF:




Standards
•SAQA's standards are the benchmark.
Legitimacy
•What was supposed to be assessed – was it done; was it real (authenticity).
Access
•Literacy, Level NQF? Learning assumed to be in place.
Articulation
•Outcome is the head. Follow the link to the end of the outcome – assessment of Unit Standard, how it fits together.
Progression
•2 fold
•Where to now after assessment – what is the next step.
•Can be the beginning or at the end.
Portability
•Take it with the learner to somewhere else.
Recognition of Prior Learning
•Be tougher in this area (VACS), check evidence carefully generated by the learner not assessor.
Guidance for learners
•Pre-assessment.
•Conduct.
•Feedback.

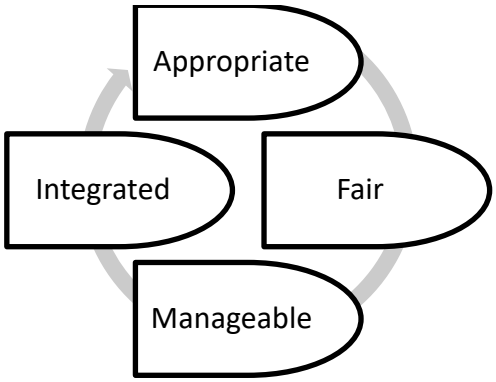
2. A revision of Outcomes-Based Assessment:



2.1. Understanding the Key-Principles of Outcomes-Based Assessment

When entering the world of Outcomes-based Assessment, the assessor will hear the term "principles of good assessment" along with all the jargon and acronyms that go with it. Though it seems like a lot of terminology, these principles are really the foundation of successful assessment and it is important to understand what is meant by them, both as assessor and as moderator (who checks for them).

2.1.1. The Methods of Outcomes-Based Assessment



3.1.1.1 Appropriate

Definition	**Appropriate** The method of assessment is suited to the outcome being assessed i.e. is capable of gathering evidence in relation to the intended outcome, and not something else.

It is vital that the evidence which is obtained:

- ❑ Meets what it says it does – nothing more and nothing less
- ❑ Relates to the outcome
- ❑ Does not try to "trick" the learner.

Example	If the assessor wishes to judge a learner's ability to make a cup of coffee, he/she is not going to ask the learner to make a milkshake and you is not going to ask the learner to name all the coffees of the world. Making a milkshake is not making a cup of coffee! Knowledge of the coffees of the world does not mean you can make a cup of coffee!

The impact of Appropriateness on Assessment:

Ensuring that the assessment is appropriate will keep the assessor focused to assess what has to be assessed and ensures that the learner understands what is expected from him/her.

It also avoids future scenarios of blame that the wrong outcome was assessed or that the method followed was inappropriate, leading to disputes.

3.1.1.2 Fair

Definition	**Fair** The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.

Fairness is absolutely essential to assessment. This is where Outcomes-based assessment differs vastly from other methods of assessment…

The assessor can ensure fairness in assessments by:

- Assessing what is required to assess
- Not trying to "trick" the learner
- Not showing prejudice or bias to certain learners.

Example	Using the example of assessing a learner's ability to make a cup of coffee again: • It would be UNFAIR to expect a learner to make a cup of coffee by telling you how to do it rather than showing you how to do it • It would be UNFAIR to expect the learner to make a cup of coffee without water, a kettle, spoons, a mug, coffee, sugar and milk • It would be UNFAIR one learner's cup of coffee better than another if both learners followed the exact same method • It would be UNFAIR to judge a learner's cup of coffee based on how much sugar the learner added if you didn't give specific instruction to the method that has to be followed • It would be UNFAIR to judge one learner's cup of coffee unworthy because you dislike the learner It is also UNFAIR to assess a learner that is not prepared for assessment or does not wish to be assessed. It is also UNFAIR to assess a learner in anything for which the learner has received no learning.

Remember this…	The assessor cannot judge a learner in anything that he/she is not considered a Subject Matter Expert in. It would be impossible for him/her to, for example, judge a doctor's ability to perform open heart surgery if he/she is not a trained surgeon in this field themselves!

The impact of Fairness on Assessment:

Ensuring that assessments are fair assists the assessor in avoiding disputes with the learners and avoids repetition of assessment.

Planning for fairness makes the assessor plan for all the equipment and methods that have to be used, ensuring that everyone is on the same page.

3.1.1.3 Manageable

Definition	**Manageable** The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

Manageability is often one of the most difficult challenges in assessment. Some guidelines for the assessor in terms of making assessments more manageable:

- Arrange with facilitators and workplace mentors/coaches to gather evidence during facilitation and in the workplace – classroom activities often produce quite a bit of evidence; workplace evidence constitutes such evidence as logbooks of the learner's shifts and testimonials from the workplace stating that the learner has completed specific tasks under supervision to a specified standard
- Arrange for assessments that are outside of the facilitation time – if further evidence needs to be gathered, it is important to not interfere with the learner's learning, it is highly disruptive to pull individuals out of a learning environment to be assessed and

places added pressure on the learner to catch up what has been missed in terms of learning

- ❑ Arrange for assessment of more than one learner per assessment day to save cost on travelling and save time for yourself
- ❑ Utilise the learner's peers to judge his/her competence – you can often gather how efficient a learner is at specific tasks by asking his/her co-learners or co-workers to judge him/her (this is called a 360^{o} rating which we will discuss more later on)
- ❑ During re-assessments, focus on the areas in which the learner is Not Yet Competent – do not repeat the whole assessment it isn't necessary
- ❑ Where possible, utilise pro-forma documentation and evidence collection guides – this ensures that all the required documents are filled out, completed and kept together.

Manageability impacts assessment as follows:

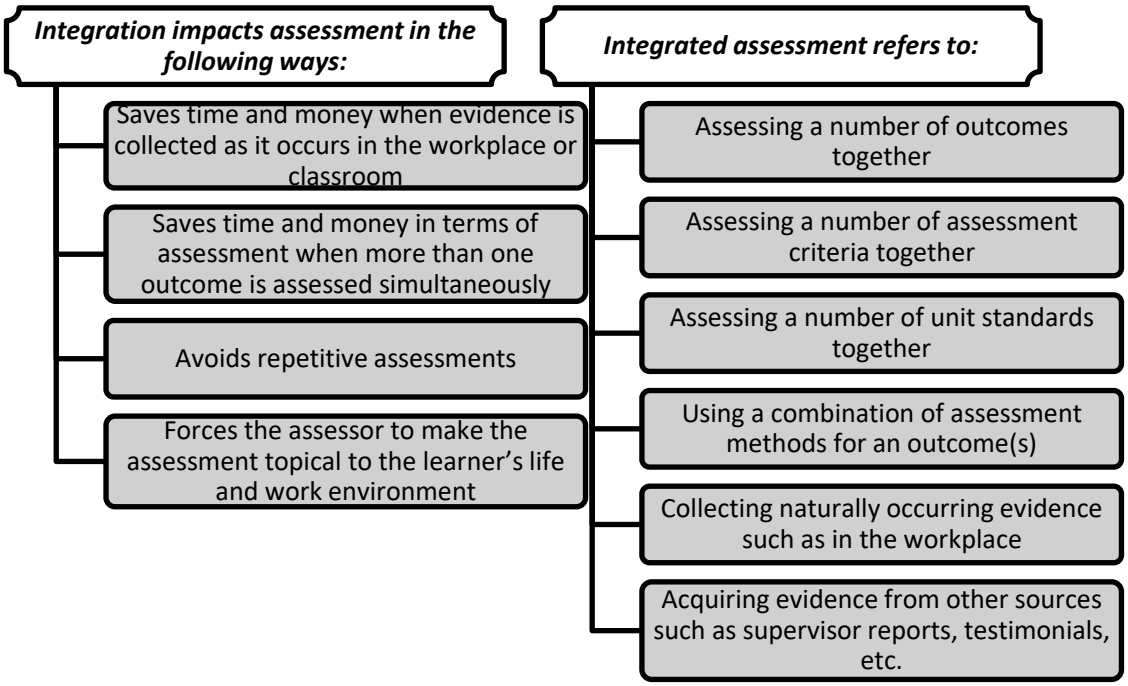
- ❑ It saves cost when the assessor doesn't have to make a special trip for any reason
- ❑ It avoids disruption in the learning environment and in the workplace
- ❑ It avoids searching for evidence when all the documents and evidence is kept in one place
- ❑ It clarifies what has to be assessed at what time

3.1.1.4 Integrated into work and learning

Definition	**Integrated into work or learning** Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as naturally occurring evidence).

Integration will save time and money, but takes a bit of skill, thought and creativity.

Example	Some examples of integration in assessment include (using the coffee making example again): • Observing a learner in the workplace while he/she makes a cup of coffee • Asking a learner to verbalise what he/she is doing while making the cup of coffee – thus testing the skill of coffee making as well as the skill of communication



The list above is part of common good education practice. SAQA recommends integrated assessment as a method to keep the bigger picture in mind and to avoid reducing learning and assessment to unconnected items to be learned and ticked off.

SAQA recommends integration at 2 levels:

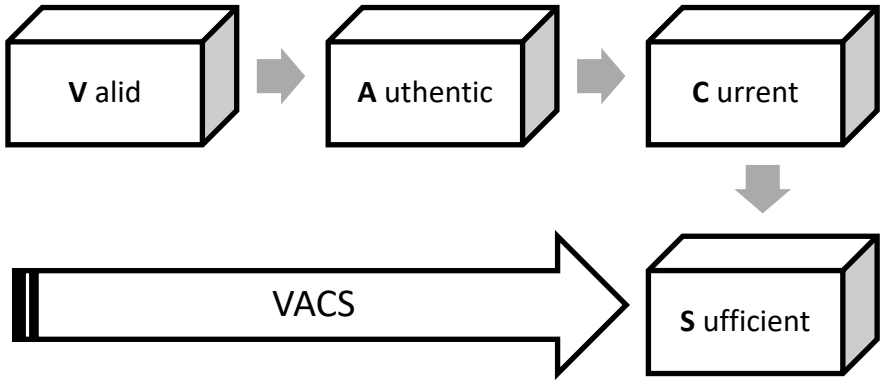
- ❑ At the level of assessing before awarding a qualification
- ❑ At the level of assessing a cluster of specific and critical outcomes or unit standards or parts of unit standards

Integrated assessment at qualification level is required by SAQA to ensure that learners are able to combine all the skills, knowledge, values and understanding they have required and demonstrate applied competence in contexts related to the purpose of the qualification.

Knowledge and skills are not discrete and assessment practices should reinforce the integrated nature of knowledge within and across unit standards, modules, courses, subjects, fields and learning areas. It is for this reason that programme designers, practitioners and assessors are encouraged to cluster outcomes and unit standards to deepen and enrich the learning experience and integrate the assessment into meaningful learning activities. A single complex and multi-faceted task may assess most of multiple unit standards, and if some of the outcomes are not covered, short means of assessment can be designed only around these.

2.1.2. Evidence gathered in the assessment should meet the standard of VACS

The Gathering of Evidence must be:



3.1.2.1 Valid

Definition	**Valid** The evidence focuses on the requirements laid down in the relevant standard and matches the evidence requirements of the outcome/s at hand under conditions that mirror the conditions of actual performance as closely as possible

Validity links directly to the Unit Standard information and can only be achieved when ALL the Outcomes, with all their Assessment Criteria and all range-statements as well as all Unit

Standard notes are met by the learner during assessment.

More information	Assessment doesn't always test all the outcomes of a unit standard at once. Be sure that as assessor you know and indicate against which outcome you have gathered evidence during your assessment.

Evidence can only be judged Valid if	
It is the learner's own work	The assessor that gathered the evidence is a subject matter expert in the field in which they gathered the evidence.

3.1.2.2 Current

Definition	**Current** The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.

Currency refers to when the evidence was gathered and if it is still valid in the form in which it was gathered. There is a trend that evidence older than 12 months is no longer considered current, but there are no hard-and-fast rules in terms of this.

Currency is often judged on the Registration End Date of a unit standard and whether a unit standard has already expired or not. A unit standard which has expired can still be used for up to 2 years after the expiration date, but where possible, refer to the Unit Standard which has replaced it instead.

Reminder	The assessor must remember to date all the evidence that you gather – these dates will confirm if the evidence is current or not.

3.1.2.3 Authentic

Definition	**Authentic** The assessor is satisfied that the evidence is attributable to the person being assessed.

It is a good strategy to phrase assessment questions in such a way that the learner has to think back on a personal experience or phrase in his/her own words.

Reminder	Assessors must remember to request learners to fill in all their particulars where required on assessment documents and to sign the documents where required to do so – these signatures also serve in verifying the authentic nature of the evidence

Example	Examples of methods to encourage the learner to reflect their own understanding when phrasing assessment questions: • "Think of a time when you…" • "What do you understand the phrase: "x" to mean…" • "If you were the manager, how would you explain to your staff…?" • "Explain to a co-worker…" • "In your own words, explain…"

3.1.2.4 Sufficient

Definition	**Sufficient** The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future i.e. the performance to standard is not a "once-off".

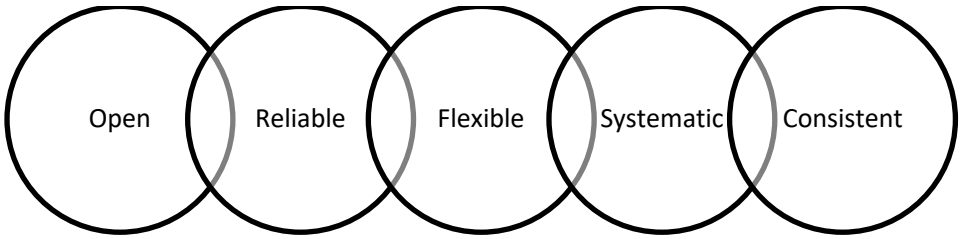
Sufficiency relates to the fact that the evidence gathered is sufficient to show that the learner can do what is required from him/her. Only once the learner is capable of reflecting the evidence in such a way that the assessor is sure that this learner will be able to produce the same evidence again in future, is the evidence sufficient. This is often where the failure of tests and exams comes in – a learner's ability to pass a test once does not guarantee that the learner will be able to recall the knowledge again in future…

To sufficiently gather evidence, assessors often employ a strategy where evidence is gathered in a "formative" way, which shows how the learners is learning the skill or knowledge and then in a "summative format" which show that the learner can use this skill or knowledge again.

A formative activity might require the learner to role-play in the classroom situation with his/her peers how to make a cup of coffee. A summative assessment will be where the learner is observed making a cup of coffee for the assessor.	Example

Sufficiency guarantees that the assessment meets the criteria in its entirety and that the learner can perform the task again in future, which ensures that he/she actually learnt something and that the evidence can be judged again by any other assessor if needs be.

2.1.3. Principles of the overall assessment process



2.1.3.1. Open

Definition	**Open** The process is transparent and there is no "hidden agenda" i.e. assessment candidates understand the assessment process and the criteria that apply and can contribute to the planning and accumulation of evidence.

To assist the assessor in planning transparent, open assessments, the following guidelines must be followed by the assessor:

- Plan with the learner what has to be assessed
- Plan with the learner when the assessment is to take place
- Make sure that the learner understands how the assessment is going to take place, in other words, make sure that the learner is prepared.

2.1.3.2. Reliable

This means that the tools or instruments used for the assessment process are standardised and can be adapted without compromising the principle of fairness.

The actual assessment methods and instruments cannot fail e.g. computer failure or machine failure, and therefor cause the candidate's competence to be in question.

Definition	**Reliable / Consistent** The same assessor would make the same judgment again in similar circumstances and judgments match judgments made on similar evidence.

Reliable and consistent assessment refers to an assessor's ability to display the same methodology to each and every assessment and to each and every learner, without bias or prejudice to the learner/s.

2.1.3.3. Accommodating learners with special needs during assessment without compromising reliability and validity

Provision should always be made to accommodate learners with special needs. This can be done by first determining and understanding how possible special needs might be observed, and how to respond to each.

The assessor can use the following checklist to determine possible special needs:

Learner	*Yes*	*No*
Is excessively nervous due to negative past experiences		
Cannot understand the language of instruction		
Is disabled		
Has poor co-ordination		
Has problems understanding written instructions		

Learner	*Yes*	*No*
Has difficulty reading		
Is frequently impulsive		
Has short attention span		
Has poor listening skills		
Reveals emotional or behavioural problems due to frustration or other causes		
Has difficulty discriminating between objects and symbols		
Has frequent mood changes		
Is excessively active		
Has problems understanding verbal directions		
Performs inconsistently		
Has difficulty beginning or completing tasks		
Is easily distracted		
Is slow in competitive tasks		
Has a negative self-concept		
Has difficulty speaking correctly		

2.1.3.4. Flexible

This means that the assessment tools can be adapted to accommodate special needs or different contexts, without compromising the validity and sufficiency of the evidence gathered.

2.1.3.5. Systematic

Definition	**Systematic** The overall process ensures assessment is fair, effective, repeatable and manageable.

A systematic approach to assessment will ensure that evidence is gathered timeously and in such a way that the learner is not placed under unnecessary pressure. Systematically planning their assessment will help the assessor to gather evidence as and when it occurs (workplace evidence/classroom evidence), to avoid repetition of assessment activities where integration is possible which in turn will make sure that all evidence is collected, showing fairness and making sure that the same method can be followed again for another learner.

2.1.3.6. Consistent

Definition	**Consistent** All assessments are conducted in a similar manner, without bias and according to the same benchmarks and standards for all learners.

Example

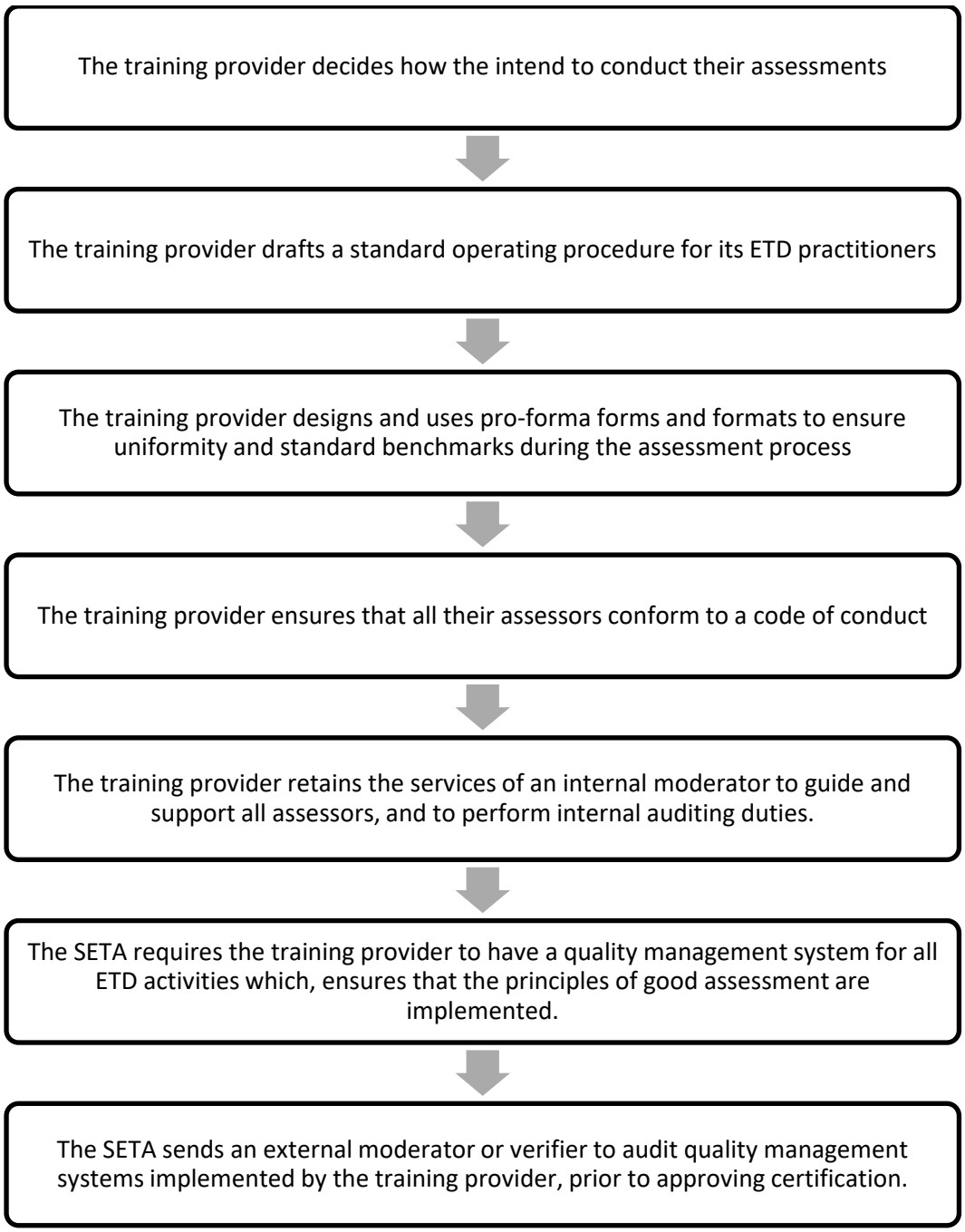
Addressing the learner in a specific way in preparation for assessment will help the learner to understand what his expected from him/her during assessment:

The method in which the final assessment will take place for this learning module is as follows:

1st tool to prove your competence	You have to hand in a signed off logbook which confirms that you have correctly performed specific first aid tasks in front of a qualified expert, facilitator or assessor.
Additional standard evidence required	It is very important that you ensure that you include / supply the following standard evidence as part of your proof of competence: • Attend the theory and practical learning sessions and sign all registers. • Complete all documentation and activities in this workbook and hand it in to the facilitator or assessor as arranged.

2.1.4. Links between the actual assessment and quality management systems

The quality of assessment is managed as follows:



Conditions of assessment may be covered in policies and procedures about training and assessment in the workplace. It is important that each industry, enterprise or training establishment has a written policy regarding assessment. A policy should refer to types of results given and the mechanisms for appealing results.

If the organisation does not have a written policy or address the answers as stated above, the relevant parties in the workplace need to be consulted to establish the answers before the assessor develops the assessment strategy.

2.1.5. The consequences of poor assessment practices

The process of assessment cannot be deemed "Fair" if the principles of assessment were not followed, and learners can appeal against the assessment decision on this basis.

Should unfair assessment be noted by the moderator or verifier, the chances of the assessment decision being overturned and deemed invalid increases.

It is important to remember that assessment is a legal process and that the decisions reached in assessment can be utilised as evidence in legal action such as CCMA disputes.

2.1.6. Assessment methods and instruments

According to SAQA's guidelines for integrated assessment, assessors should strive for the following in terms of assessment instruments:

Integrated assessment is put into practice by doing the following:

- Assessing a number of outcomes together [or]
- Assessing a number of assessment criteria together [or]
- Assessing a number of unit standards together [and]
- Using a combination of assessment methods and instruments for an outcome/outcome

[and]

- Collecting naturally occurring evidence (such as in a workplace setting) [and/or]
- Acquiring evidence from other sources such as supervisor's reports, testimonials, portfolios of work previously done, logbooks, journals, etc. (SAQA, 2001: 55).

"Integrated assessment should offer an *opportunity to demonstrate the depth and breadth of learning* at all stages and in a variety of ways throughout the learning programme."

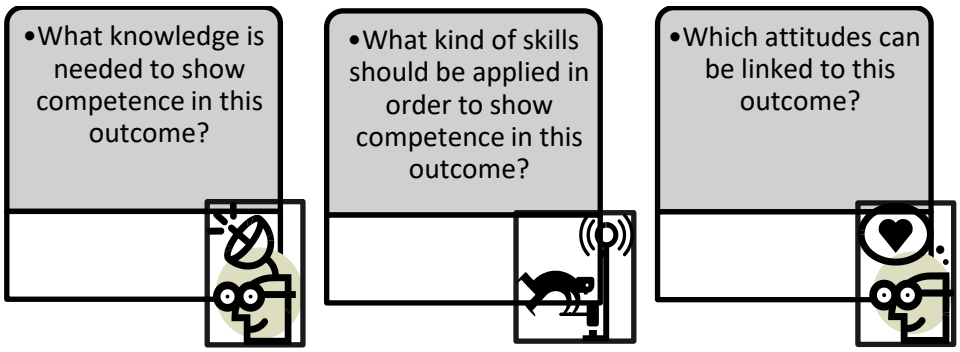
2.1.6.1. Choosing The Correct Assessment Instrument To Use During The Assessment

In order to ensure that the instrument we choose for use during the assessment process, meets the requirements to measure competence of the outcome that will be assessed, it is very important to analyse the unit standard and it associated outcomes and criteria very closely.

For assessment to be meaningful it should be fully integrated into teaching and learning and should guide decisions about the activities that will support and enhance learning.

Assessment should not be an "add-on" used at the end of a learning programme in the form of a once-off written examination. This type of examination does not provide learners or educators with opportunities to determine the gaps in learning where remediation can be undertaken. Neither does a written examination generally attempt to assess the integration of learning in line with the purpose of a qualification. This does not mean that written examinations cannot be used as a form of assessment. However, an over-reliance on one form of assessment and assessing only one mode of learning is no longer defensible (SAQA, 2000).

This process of unit standard analysis is often referred to as "unpacking a unit standard".



Specific Outcome Targeted					
What verb is used in the SO? (What is the "thing" that the learner must ultimately be able to do?		**Which is the outcome more related to?**	❑ **Skills (An Action)**	❑ **Knowledge (Understanding)**	
Assessment Criteria	**What kind of Essential Embedded Knowledge is necessary to reach this criterion**	**What kinds of CCFO development is necessary in order to reach this criterion**	**How can I help the learner to get the foundational competence he / she needs?**	**How can I help the learner get the practical competence he/she needs?**	**What kinds of special attributes are related to the outcome and how can I help the learner to develop them?**
Once you have "ideas" and	***The learner has background***	***The learner acts***	***The learner knows and understands***	***The learner is able to do the***	***The learner shows the following***

"Content" written here, it should satisfy the following statements:	***knowledge of…***	***according to…***	***the following related to the task…***	***following…***	***qualities and attributes…***

Once you have a clear understanding of what is required, then you can evaluate the assessment instruments available, to ensure that they are "Fit for Purpose".

Traditional forms of assessment like tests and written assignments are helpful to assess a person's knowledge and even to a certain extent the skills they may have. But competency is more than this. Competency is about whether a person can apply their knowledge and skills effectively in various contexts - about whether they can:

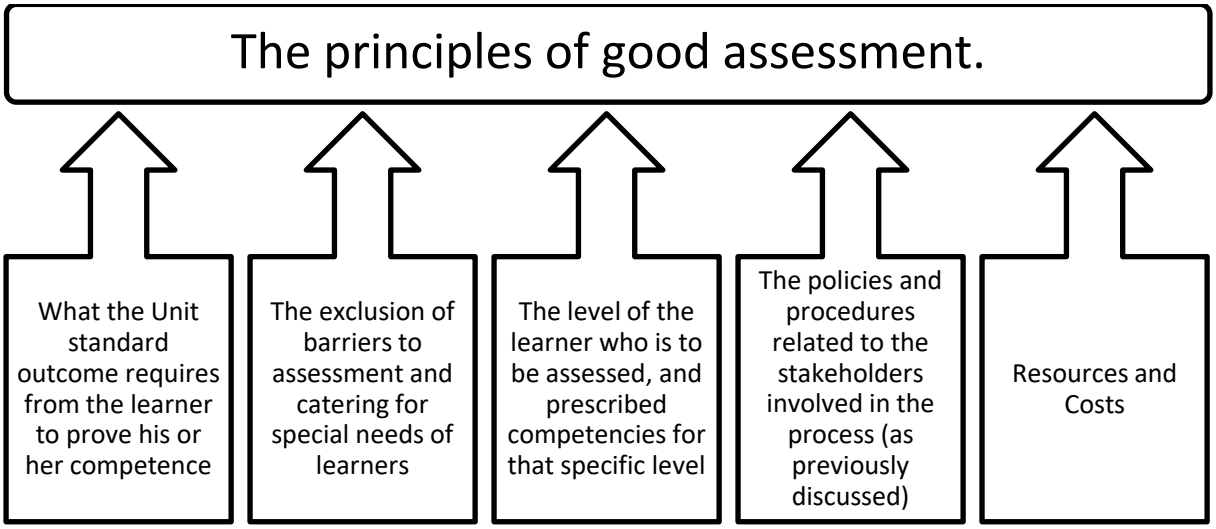
- ❑ Find creative solutions to problems,
- ❑ Deal with unexpected situations,
- ❑ Work well in a team

A learner is considered competent when he/she can demonstrate:

- ❑ A knowledge and understanding of background information
- ❑ Practical, interpersonal and specialist skills
- ❑ Application of skills and knowledge in varied situations

When considering assessment methods, it is particularly useful to think first about what qualities or abilities the assessor is seeking to engender in the learners. Nightingale et al (1996) provide eight broad categories of learning outcomes which are listed in the guidelines for integrated assessment. Within each category some suitable methods are suggested.

The main considerations that the assessor has to take into account, is as follows:



2.1.6.2. Choosing an Assessment Method That Fits The Purpose Of The Assessment

Before assessors can really choose the appropriate or correct method for assessment, we need to refer back to Bloom's Taxonomy in order to understand what each outcome asks of the learner.

Bloom's Taxonomy model is in three parts, or 'overlapping domains'. Again, Bloom used rather academic language, but the meanings are simple to understand:

1. **Cognitive domain** (intellectual capability, i.e., **knowledge**, or **'think'**)

2. **Affective domain** (feelings, emotions and behaviour, i.e., **attitude**, or **'feel'**)

3. **Psychomotor domain** (manual and physical skills, i.e., **skills**, or **'do'**)

More information to help you understand...

Cognitive Knowledge	Affective Attitude	Psychomotor Skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess, judge in relational terms)		

2.1.6.3. Ensuring That The Assessment Is Pitched At The Correct Learner Level

<table>
<tr><th colspan="4">NQF STRUCTURE</th></tr>
<tr><th>Band</th><th>NQF Level</th><th>Types of Qualifications and Certificates</th><th>Locations of Learning for Units and Qualifications</th></tr>
<tr><td colspan="4">Higher Education and Training Certificate – HET</td></tr>
<tr><td rowspan="6">Higher Education and Training (HET)</td><td>10</td><td>♦ Doctorates</td><td rowspan="3">Tertiary/Research/Professional Institutions</td></tr>
<tr><td>9</td><td>♦ Masters</td></tr>
<tr><td>8</td><td>♦ Post graduate diplomas
♦ Certificates, Bachelors with honours</td></tr>
<tr><td>7</td><td>♦ Bachelor’s Degrees
♦ Graduate diplomas</td><td rowspan="3">Universities, Technikons (Universities of Technology), Colleges, Workplace, Private/ Professional Institutions (Training Providers)</td></tr>
<tr><td>6</td><td>♦ Higher Diplomas</td></tr>
<tr><td>5</td><td>♦ Diplomas
♦ Occupational Certificates</td></tr>
<tr><td colspan="4">Further Education and Training Certificate – FET</td></tr>
<tr><td rowspan="2">Further Education</td><td>4</td><td rowspan="2">School / College / Trade Certificates / Learnerships</td><td rowspan="2">State/Private High Schools, Technical Schools and Colleges,</td></tr>
<tr><td>3</td></tr>
</table>

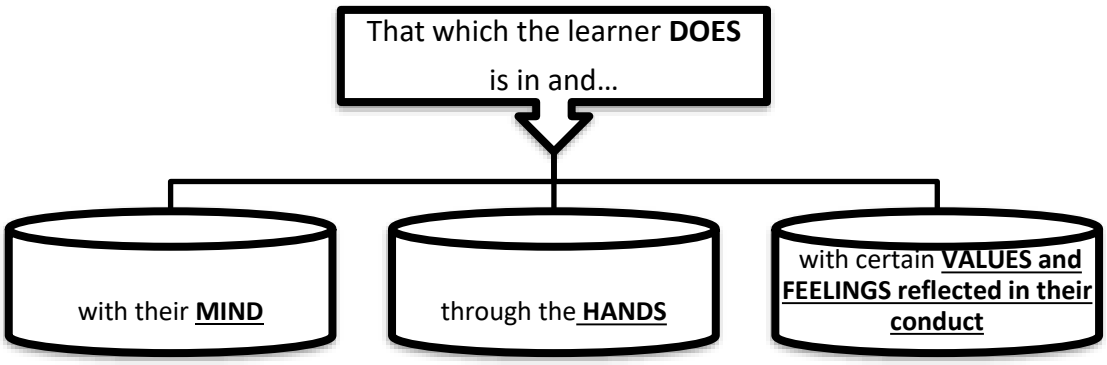
and Training	2	Mix of units from all		Private Colleges, Nursing/Military/Police Training Centres, Industry Training Boards, RDP/Labour Market Schemes, Unions, Workplaces
General Education and Training Certificate – GET				
General Education and Training	1	Senior Phase	ABET level 4	Formal Urban/Rural/Farm/Special Schools, occupational/work-based training, RDP/Labour Market Schemes, NGO's – churches, night schools, ABET programmes, private providers, Industry Training Boards, Unions, Workplaces, upliftment/community programmes,
		Intermediate Phase	ABET level 3	
		Foundation Phase	ABET level 2	
		Pre-school	ABET level 1	

NB: Please note that ABET (Adult Basic Education and Training) Levels 1 to 4 are all on NQF Level 1

2.1.6.4. Classification of assessment evidence

Essentially all evidence can only be classified into 3 different categories:

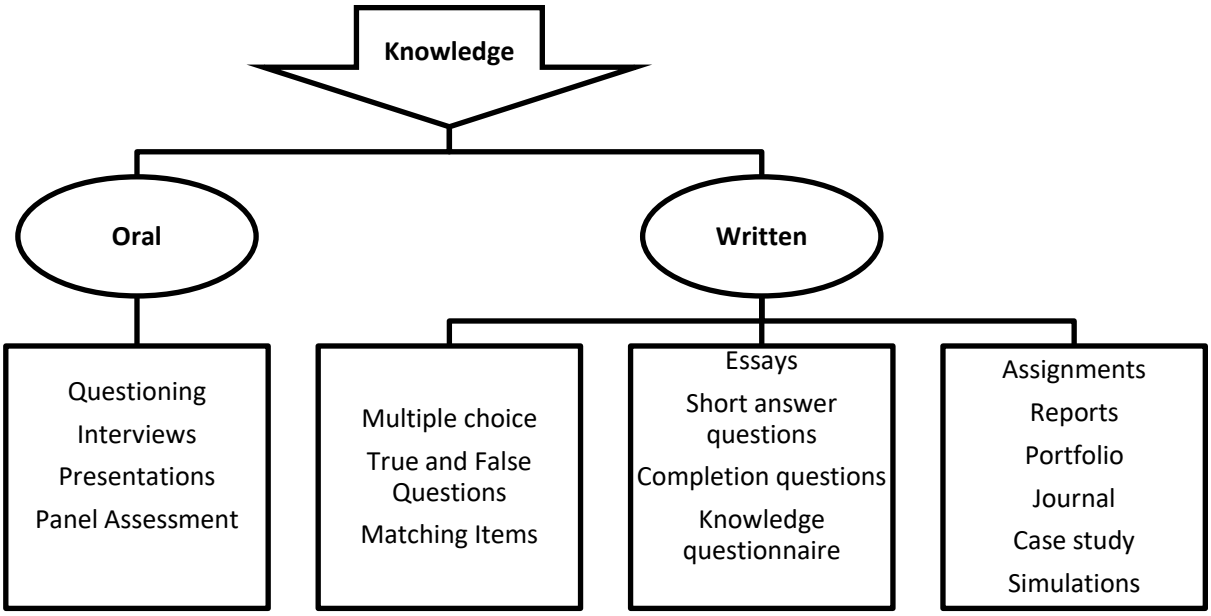
Historical	Evidence from prior learning and skills that is mostly used to establish RPL or initial learning during the diagnostic assessment such as Certified copies of certificates from other skills training courses related to the field of learning.
Direct	Evidence that was observed directly by the assessor during the assessment and some types of naturally occurring evidence for example work samples and observation checklists
Indirect	Evidence that was given by a 3rd party witness such as a performance appraisal by a 3rd party mentor or coach.



2.1.7. Options for Ensuring That Assessment Instruments Are Fit For Purpose

2.1.7.1. Assessing knowledge and problem-solving ability

Depending on the type of cognitive (knowledge or thinking) skills that needs to be assessed, knowledge can be assessed through many different methods:



2.1.7.2. Assessing Practical and Technical Skills

Performance based assessments are used when learners must reach a given level of practical skills. The skills necessary to perform the workplace task must be assessed.

Practical assessment methods comprise performance in either:

- ❑ The totality of the job
- ❑ Work sample
- ❑ Skill sample
- ❑ Theoretical aspect of practical performance

Total job: Learners are assessed in completing a real job without assistance

Work sample: Learners are assessed in completing a section of a job

Skill sample: Learners are assessed in performing sample tasks to show skills relating to the workplace

Practical: Learners are assessed through questioning and must answer

Performance: Questions on practical skills

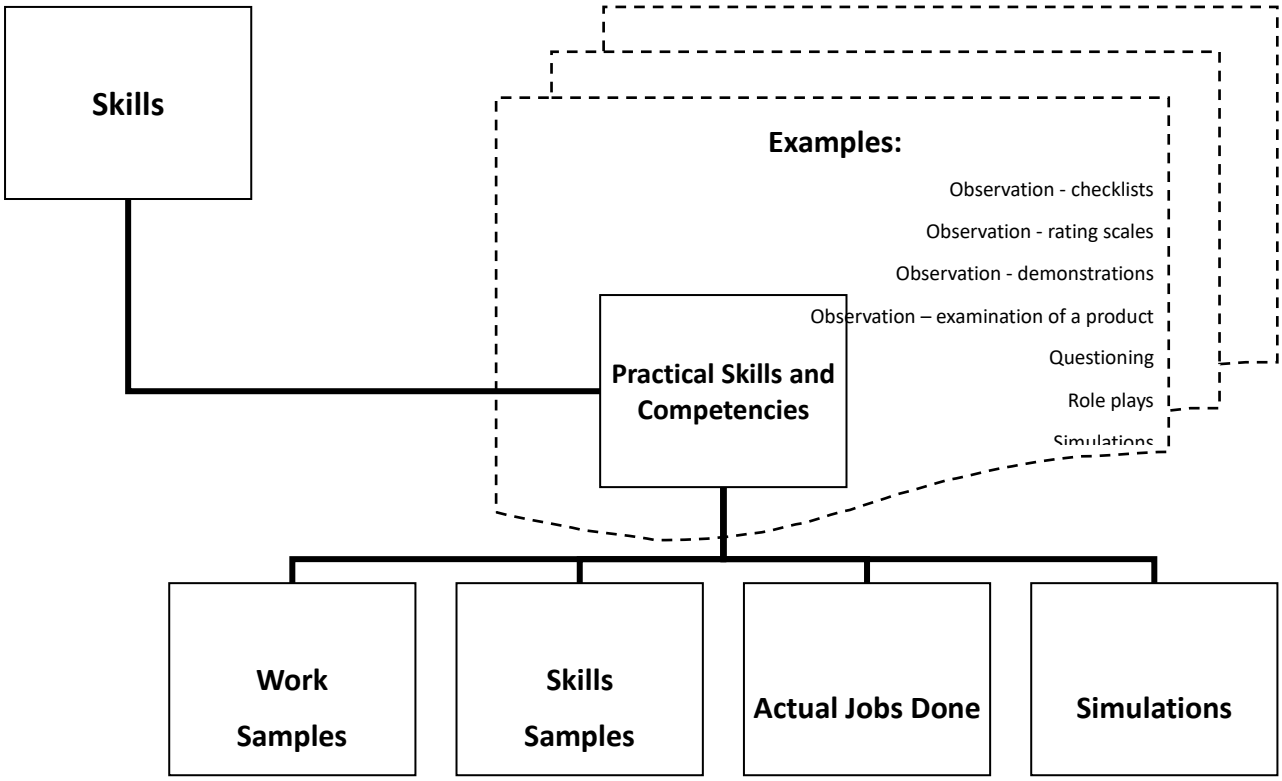
To find out whether learners can do something, assessors observe and judge performance in terms of:

- ❑ The process followed
- ❑ The final product; or
- ❑ Both of the above

Example	***Process:*** A learner mixing a batch of spices ***Product:*** The quality of the completed batch ***Process & Product:*** Total job assessment of the mixing process and evaluation of the final product

Checklists and rating scales are popular approaches in assessing practical skill. Care must be taken to ensure that checklists are not simply used to "tick-off" individual tasks.

Checklists should be considered as a method of recording assessment results, rather than a method of assessment.



2.1.7.3. Assessing Attitudinal Skills and Values

Applied competence in areas such as customer service, client contact and respect for safety are expressed through applied behaviour such as feelings, appreciation, commitment and values.

In the assessment of applied behaviour, assessors are observing and measuring behaviours. For example, a friendly smile could imply that a learner is positive towards customer service.

Similarly, a learner who disregards safety precautions and ignores advice from others, shows negative behaviour towards safety in the workplace.

Some techniques for assessing the affective learning domain include:

- Direct observation of work activities, i.e. checklists
- Indirect observation of work activities, i.e. peer assessment
- Supervisor's assessments/ratings
- Portfolio of evidence (including evidence from prior achievements)
- Oral questioning

- Knowledge questionnaires
- Self-assessment
- Case studies
- Simulations
- Role-players

2.1.8. The Factors To Be Considered In Determining Which Assessment Strategy To Adopt

- The planned combination of learning outcomes which has a defined purpose and which is intended to provide qualifying learners with applied competence and a basis for further learning.
- Value added to the qualifying learner in terms of enrichment of the person through the provision of status, recognition, credentials and licensing; enhancement of marketability and employability and opening up access routes to additional education and training.
- Benefits to society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled people as well as transforming and redressing legalities of inequity.
- Compliance with the objectives of the NQF.
- Inclusion of both, specific and critical, cross-field outcomes that promote lifelong learning.
- International comparability.
- Integrated assessment appropriately incorporated to ensure that the purpose of the qualification is achieved.
- A range of assessment methods and instruments such as portfolios, simulations, workplace observations, written and oral examination in both formative and summative assessments are selected.
- Indication whether the qualification may be achieved in whole or part through the recognition of prior learning that may have been achieved through formal, non-formal and informal learning and work experience.

In addition to these, the design of assessment should also take into account, about learners:

- Skills
- Status
- Recognition
- Credentials
- Marketability
- Employability
- Access to further learning.
- The equivalence of skills, status, recognition, etc. with learners elsewhere who have acquired the same or similar qualifications.
- Formative and summative assessments.
- The range of assessment methods and instruments.
- The integration of roles, actions, skills behaviours, etc, as specified in the learning outcomes, and whether the integration of these is evidence of understanding the purpose of the applied competence.
- Where applicable, recognition of learning already in place and the method(s) of ascertaining that such learning is in place.

2.1.9. Accommodating Special Needs and Barriers to Learning Whilst Assessing

Assessment procedures should address the barriers to learning to make competence accessible to the learner. As not all learners experience the same barriers or need the same level of support, assessment modification becomes a very individual process. Its aim is to assist the learner to demonstrate the same outcome as other learners by changing the task to accommodate the learner's barrier to learning, without changing the core of the outcome. Modification is therefore geared towards the particular learner and not towards the type of disability.

Different types of barriers will have to be addressed through different alternative and/or adaptive methods of assessment. A specific barrier might require more than one adaptation. Strategies to be applied will vary according to whether the barrier is long-standing, recently acquired, fluctuating, intermittent or temporary.

The learning site where the assessment is conducted is responsible for the:

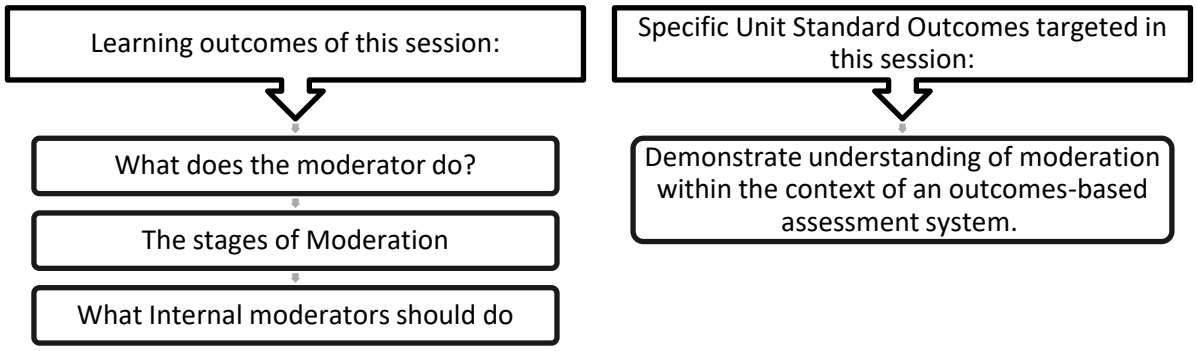
- audio-tape - the material should be audio-taped well in advance;
- enlargement of print of assessment paper;
- transcribing of the assessment task into Braille (or appointment of someone to do so);
- supply of assistive devices, special equipment, etc.

A summary of Recommended Alternative Methods of Assessment

	Visual Impairment	***Deafness Hard of Hearing***	***Deaf-Blindness***	***Physical Barriers***	***Learning Disability***
Tape-Aid	✓			✓	✓
Braille	✓		✓		
Enlarged Print	✓			✓	
Dictaphone	✓			✓	✓
Video		✓			✓
Sign Language Interpreter		✓	✓		
Computer / Typewriter	✓	✓	✓	✓	✓
Alternative Questions	✓	✓	✓	✓	✓
Additional Time	✓	✓	✓	✓	✓

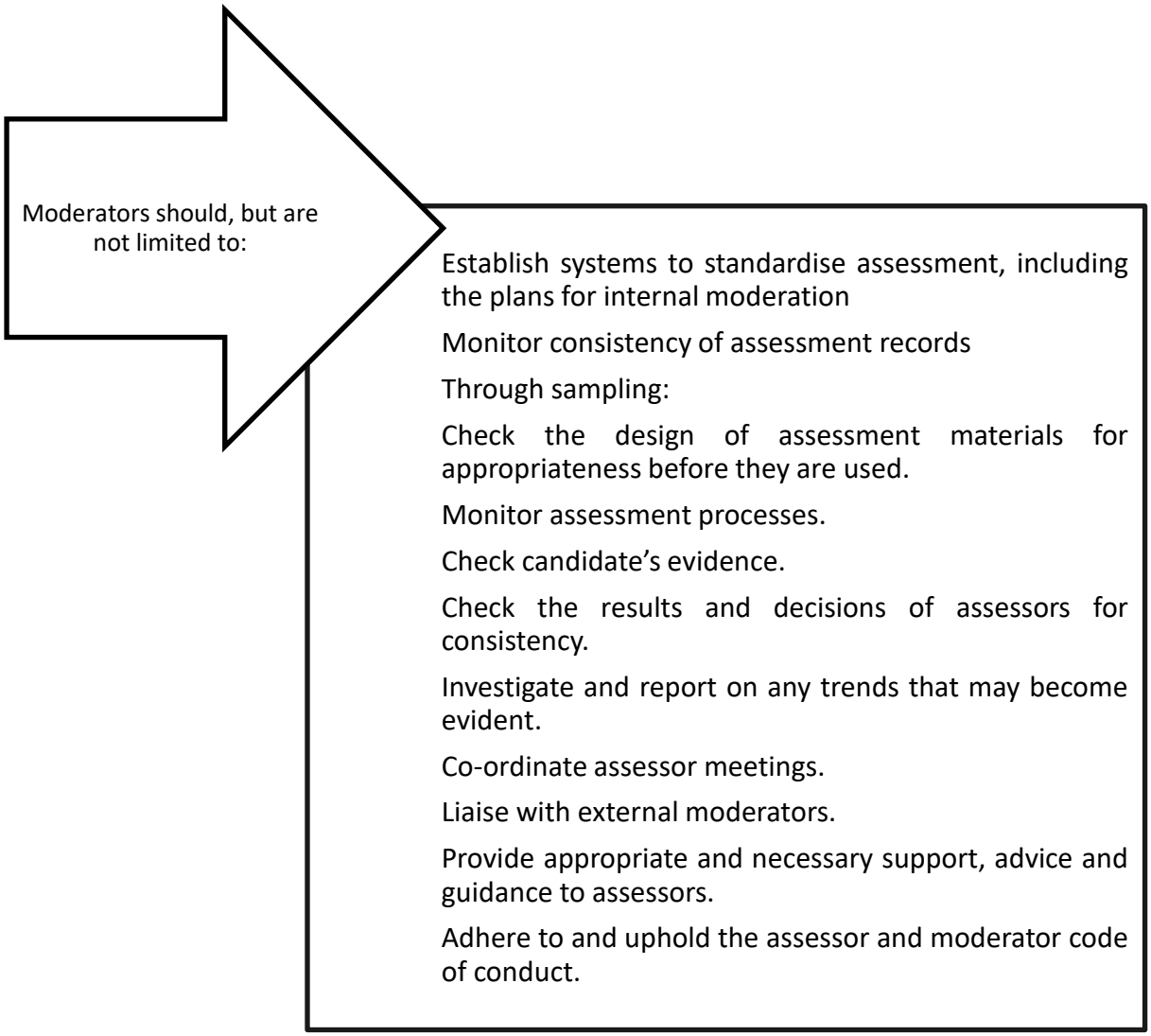
	Visual Impairment	***Deafness Hard of Hearing***	***Deaf-Blindness***	***Physical Barriers***	***Learning Disability***
Subject Credits	✓	✓	✓	✓	✓
Oral to assessor	✓	✓	✓	✓	✓

Learning Unit 2: An Overview of Moderation

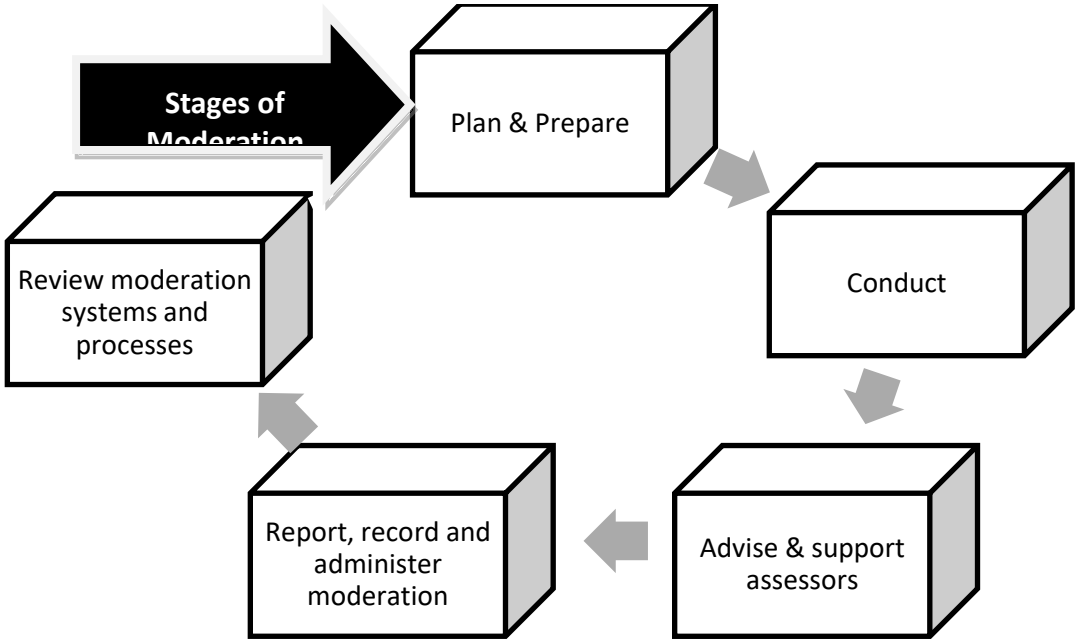


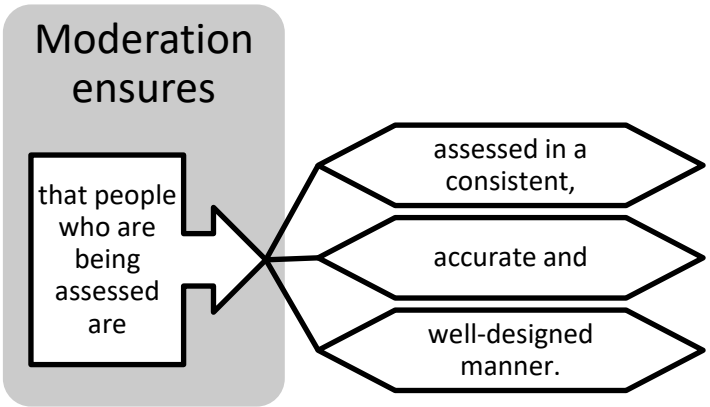
1. What Does the Moderator Do?

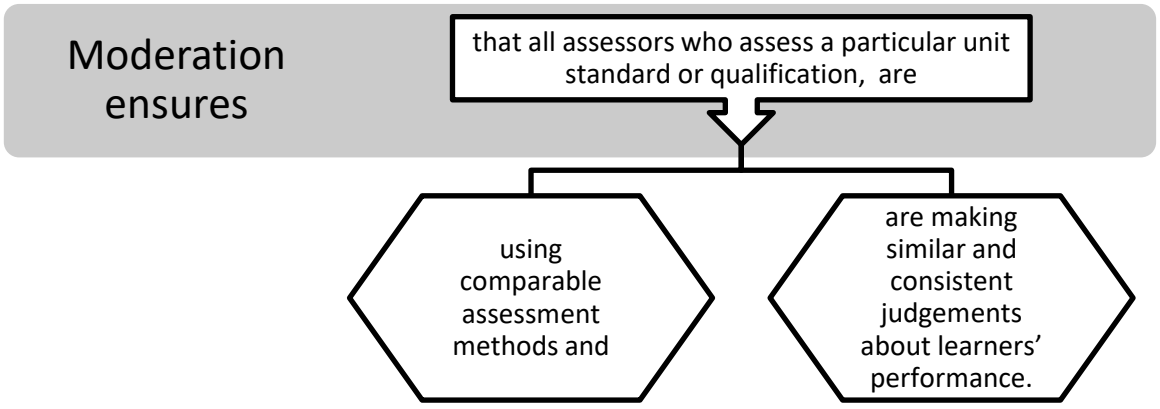
The moderator role should be fulfilled by an experienced registered assessor. Moderators need to be a qualified, registered assessor.



2. The stages of Moderation

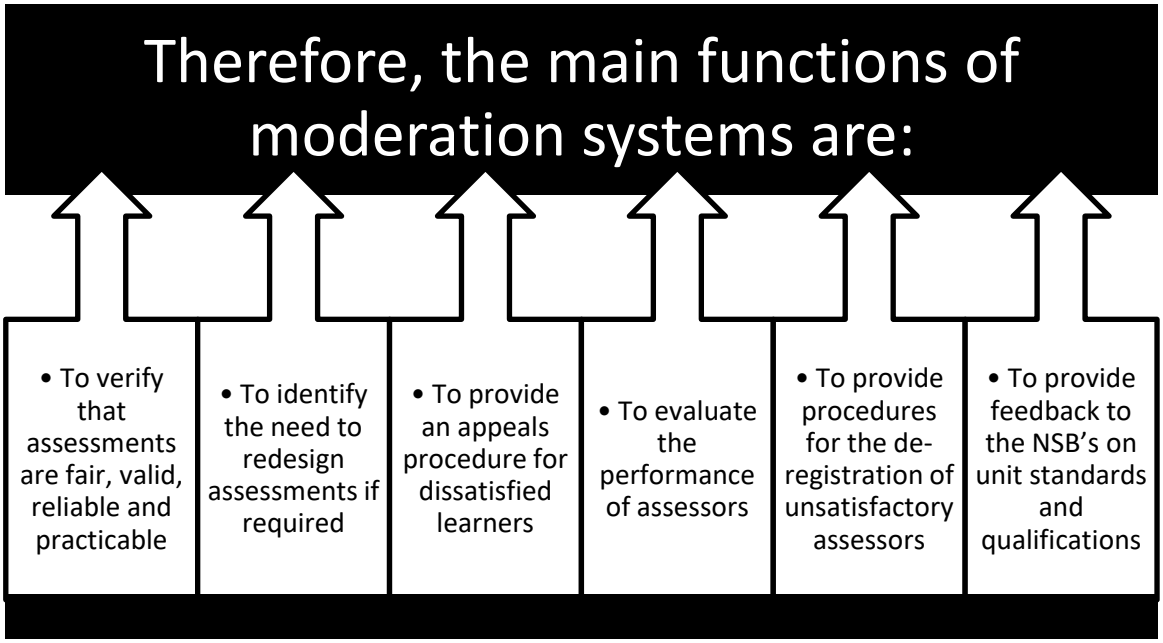


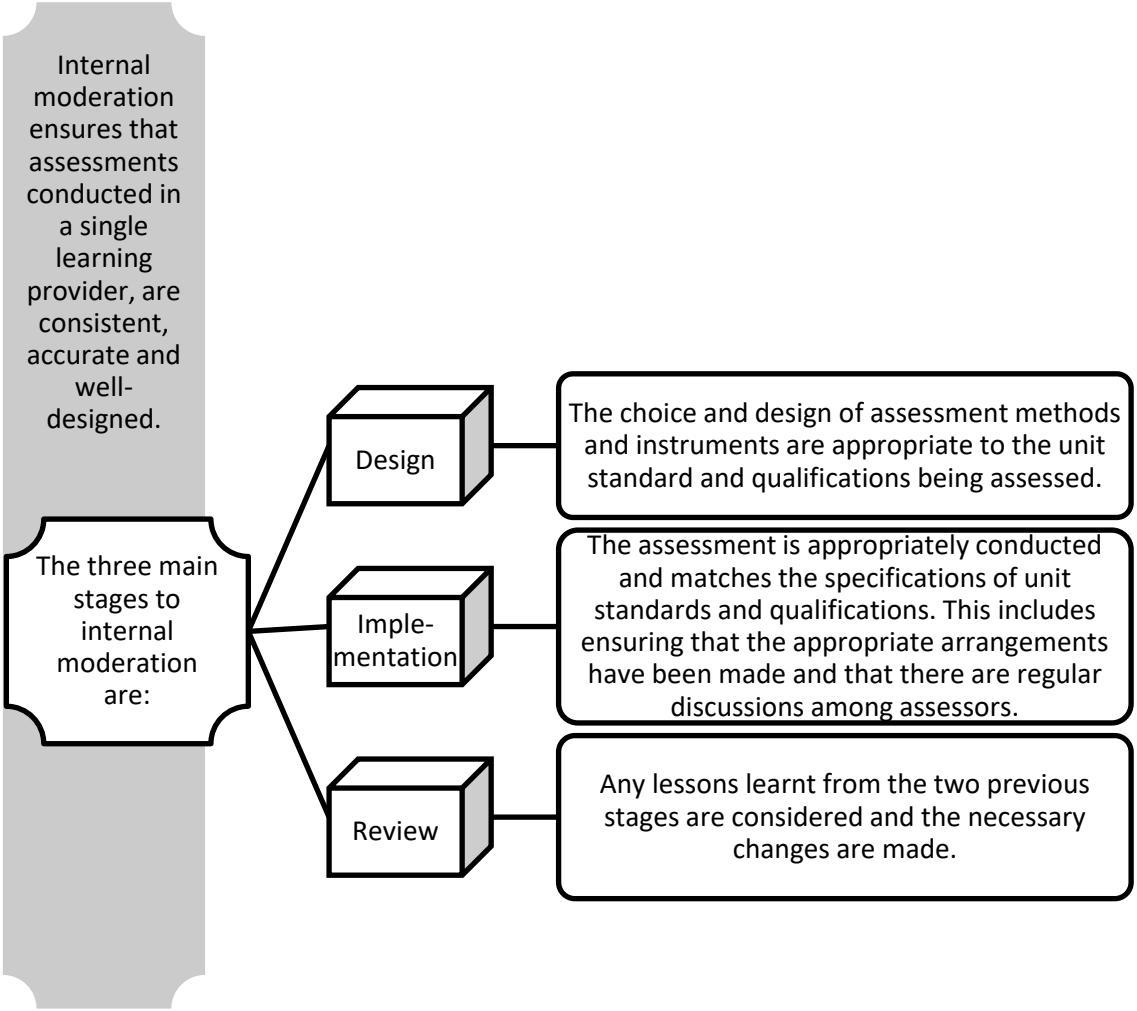




Moderation of assessment occurs at both the level of the provider (internal moderation), and at the

level of the ETQA (external moderation).

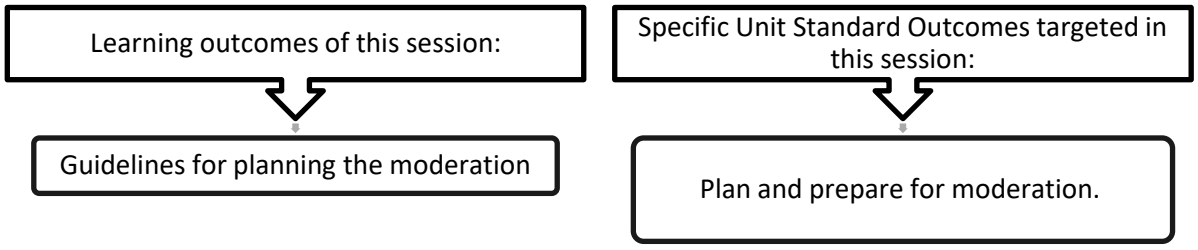




3. Internal moderators should:

- Establish systems to standardize assessment, including the plans for internal moderation.
- Monitor consistency of assessment records.
- Through sampling, check the design of assessment materials for appropriateness before they are used, monitor assessment processes, check candidates' evidence, check the results and decisions of assessor for consistency.
- Co-ordinate assessor meetings.
- Liaise with external moderators.
- Provide appropriate and necessary support, advice and guidance to assessors.

Learning Unit 3: Planning Moderation



1. Introduction

The following table details questions to stimulate thought when planning a moderation system:

What?	Will all registered standards be moderated? Will all candidates be moderated? If not, what percentage? Will all assessments be moderated? If not, what percentage? Will all training programmes be moderated?
Who?	Who will conduct the moderation? (ETQA moderators, private consultants, agents of the ETQA, professional bodies?)
How?	How will moderation be done? Moderation of assessment methods, instruments and materials • before assessment? • post assessment? • both? "Rolling" over a five-year period with moderation of different aspects each year?
When?	Continuously? Monthly? Quarterly?

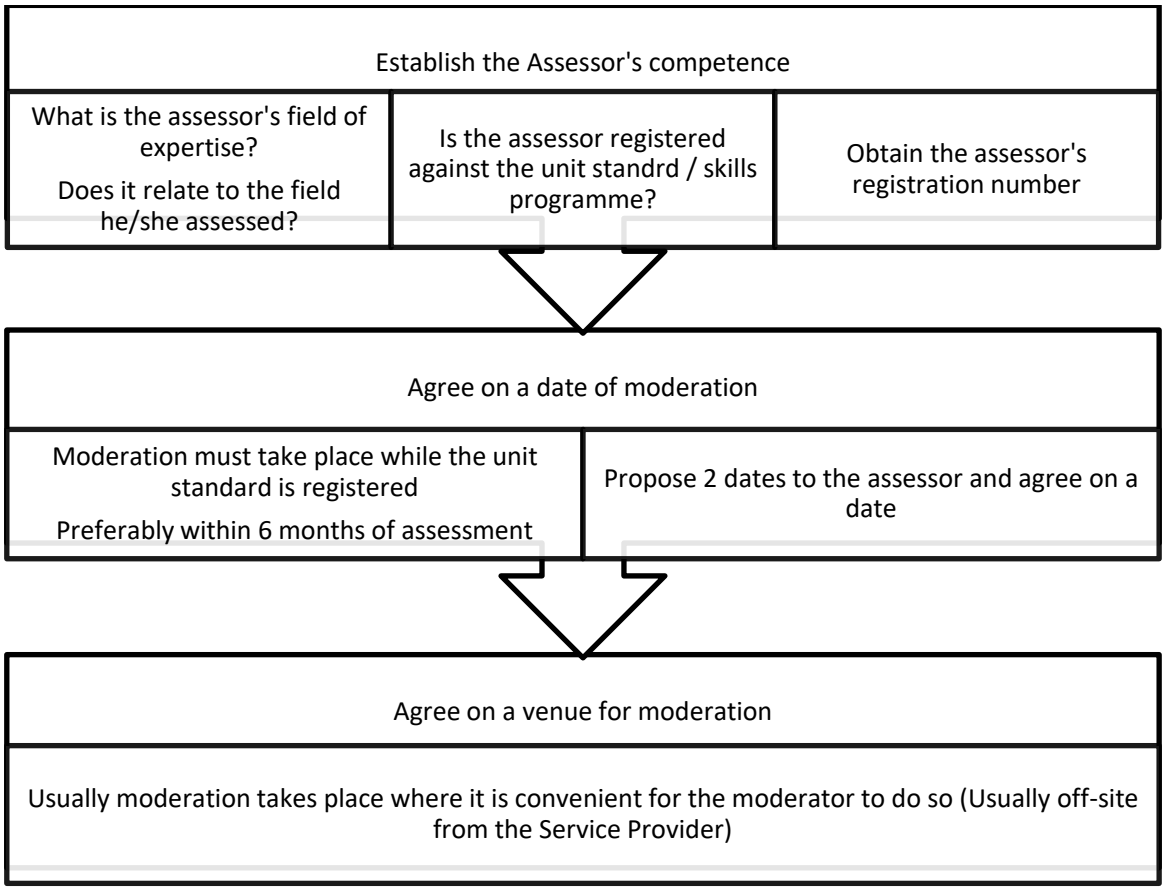
	Annually? COST? Who will pay? Cost-effective ways of moderation
Reports and Evaluation?	What system will be put in place to evaluate the effectiveness of the moderation system itself? Who provides information? To whom? (Internal moderator, external moderator, ETQA?)

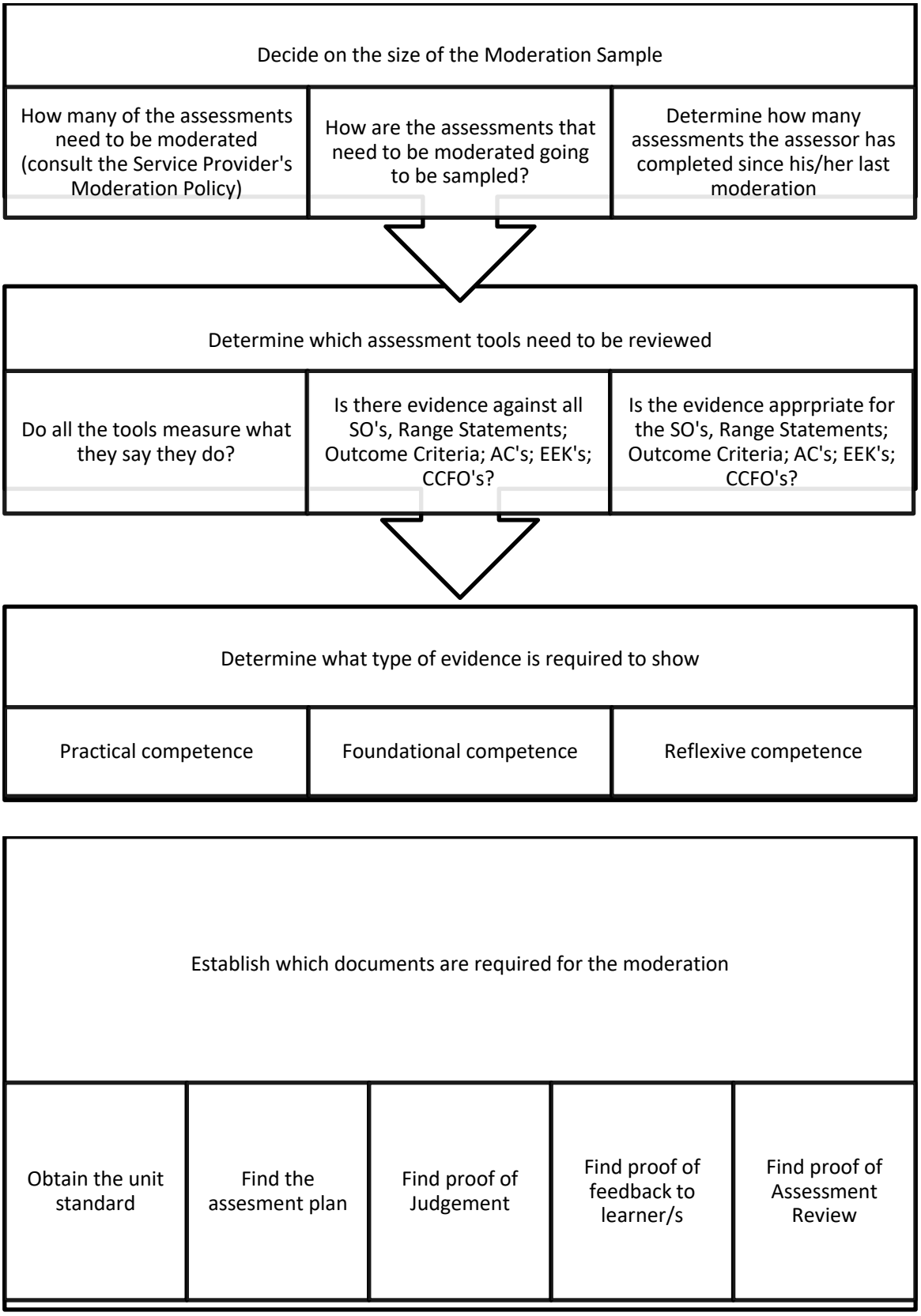
It will be necessary to plan for the moderation systems to evolve and develop. This will require changing the methods used over time.

The range from which one or the other combinations of methods is used, could include:

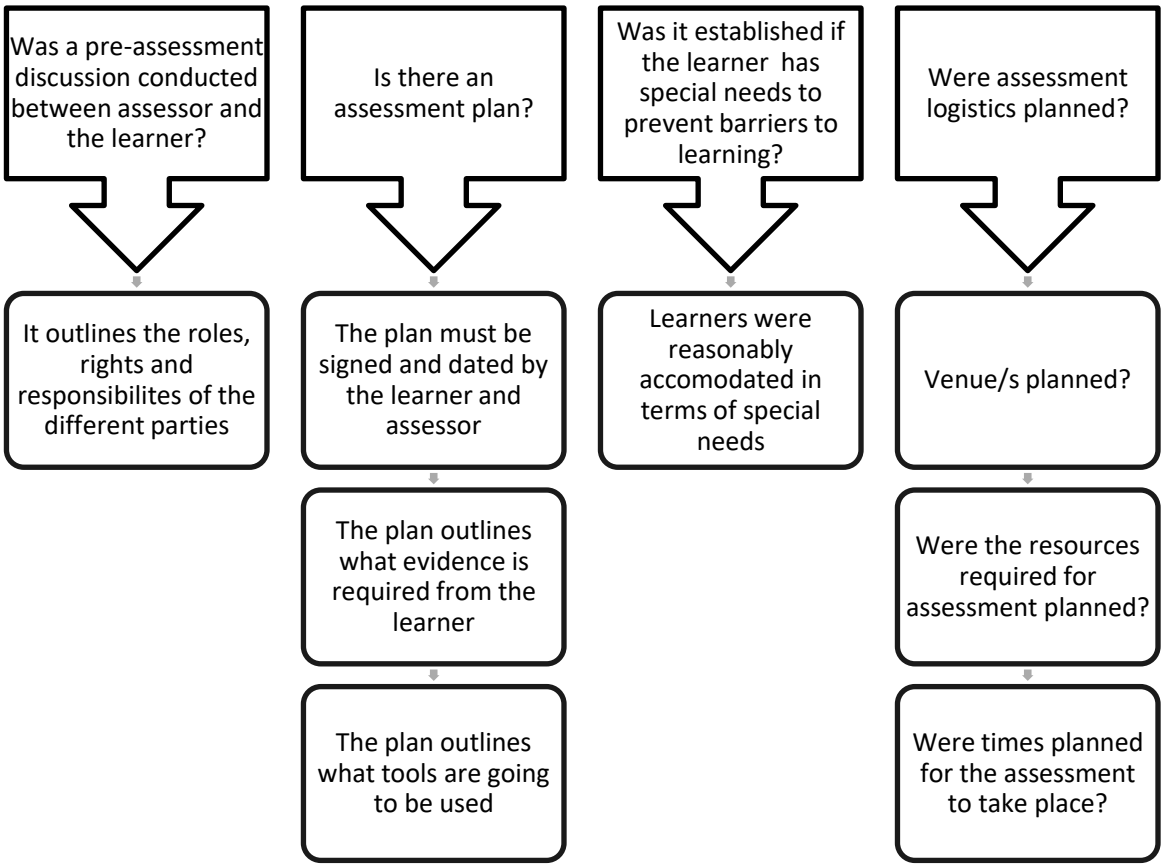
- Revising exemplars of assessments and benchmarking materials against established criteria.
- Doing statistical moderation.
- Conducting external assessments which will serve as a moderating instrument and could possibly justify fewer moderations.
- Common assessment activities and assessment guides.
- Having external moderators undertake site visits.
- Having external moderators conduct panel meetings.
- Establishing site consultative committees.

2. A guideline in terms of planning the moderation

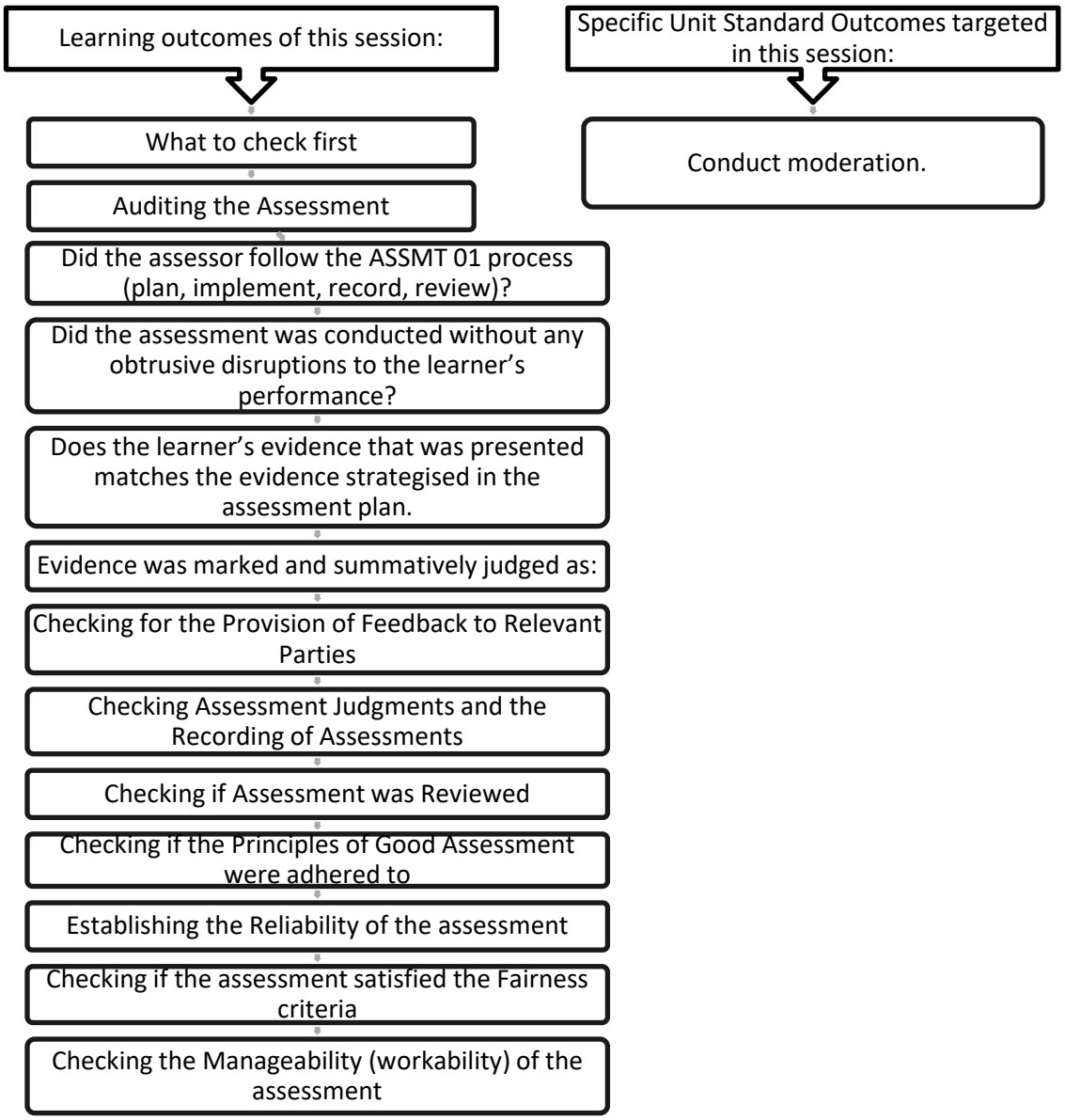




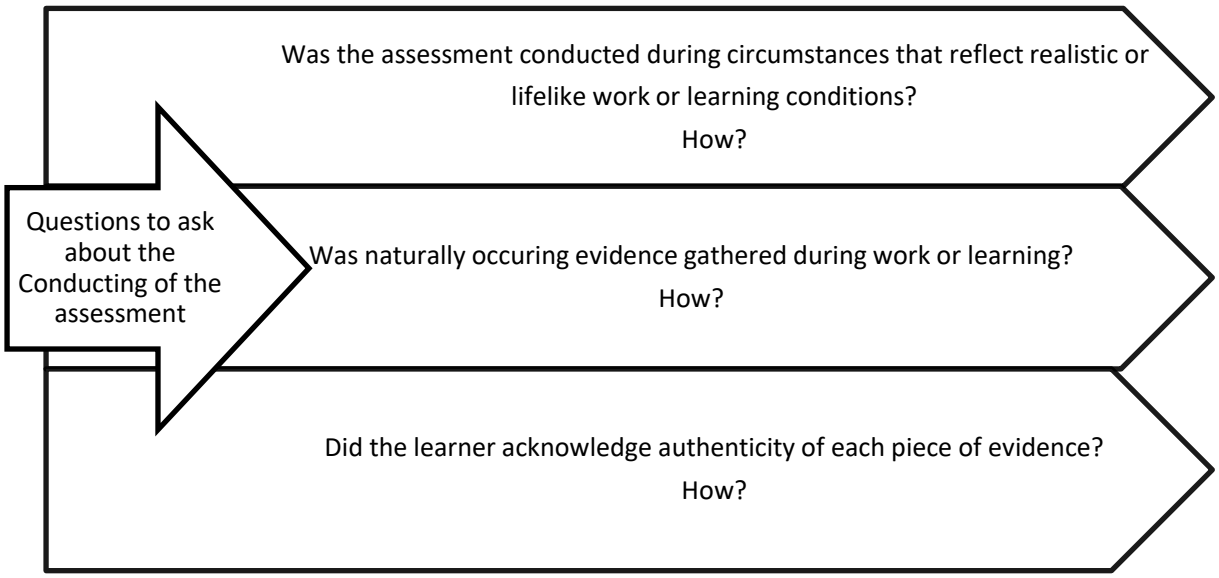
Once you have completed the above, you are ready for the next stage of planning.


Was a pre-assessment discussion conducted between assessor and the learner?
It outlines the roles, rights and responsibilites of the different parties
Is there an assessment plan?
The plan must be signed and dated by the learner and assessor
The plan outlines what evidence is required from the learner
The plan outlines what tools are going to be used
Was it established if the learner has special needs to prevent barriers to learning?
Learners were reasonably accomodated in terms of special needs
Were assessment logistics planned?
Venue/s planned?
Were the resources required for assessment planned?
Were times planned for the assessment to take place?

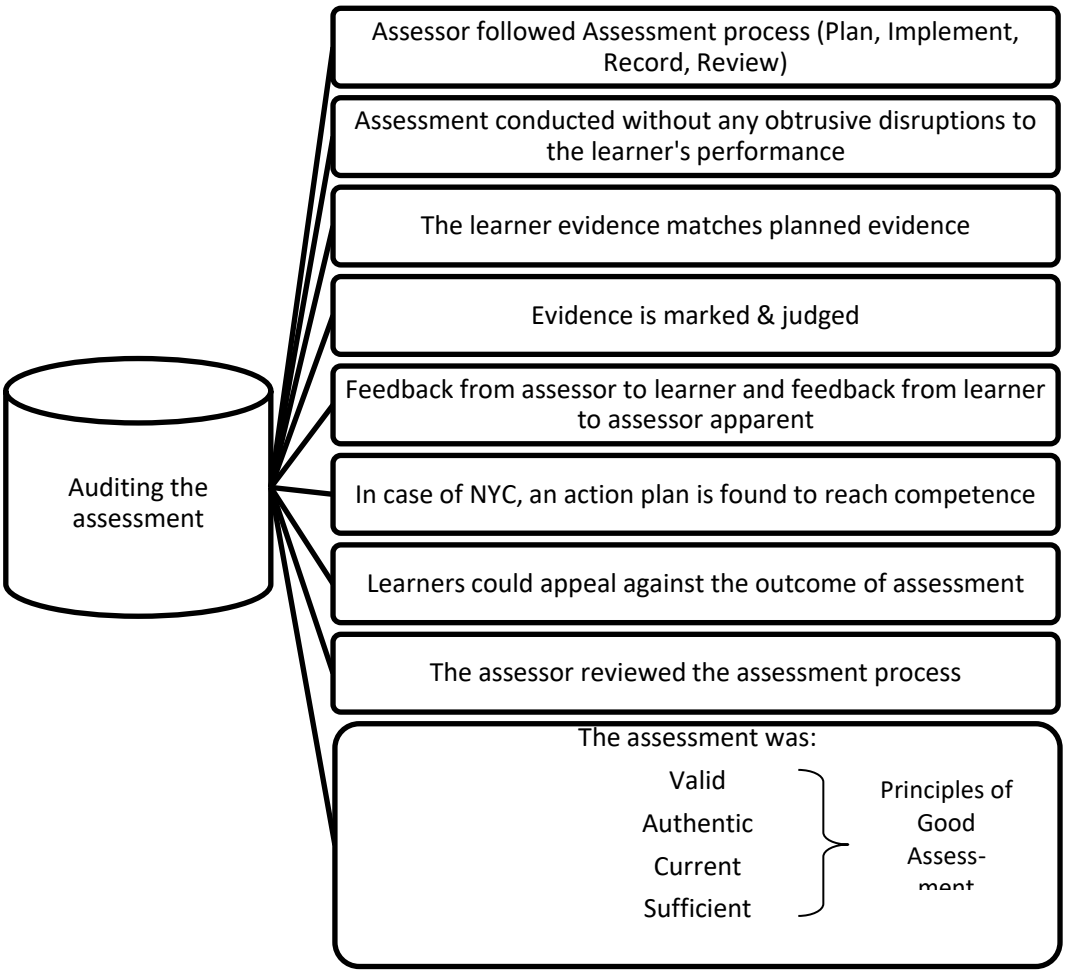
Learning Unit 4: Conducting Moderation



1. What to check first

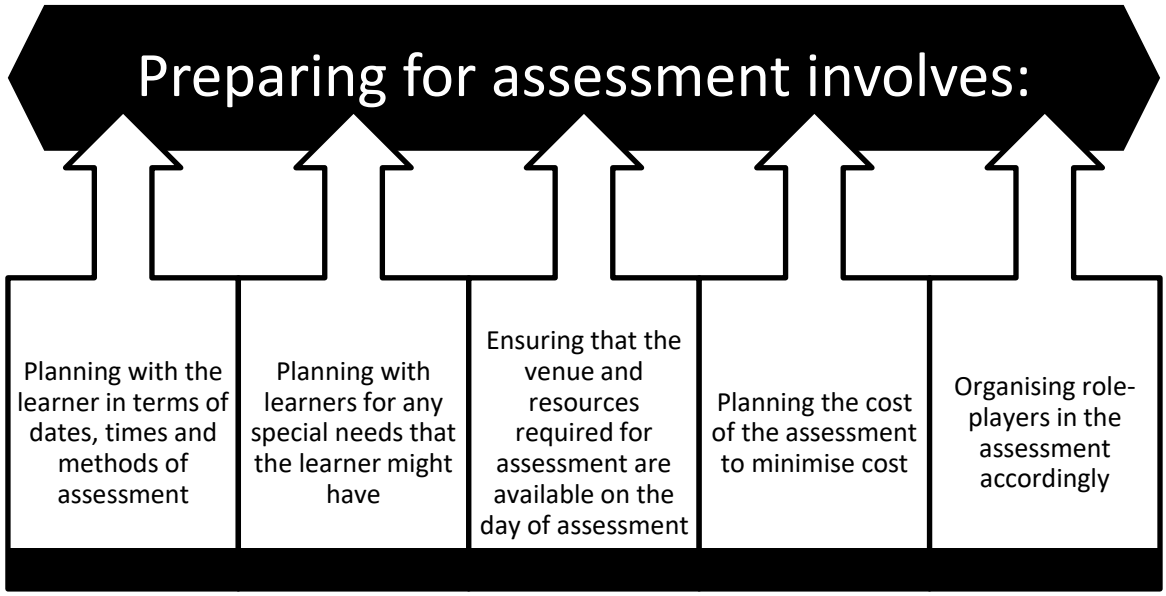


2. Auditing the Assessment



2.1. The assessor followed the following process (plan, implement, record, review)

2.1.1. What preparation is involved in planning for assessment?



2.1.2. A reminder of the foundations and corners stones of outcomes based assessment

In order to determine where students are on their journey, they must be given the opportunity to show what they know and can do.

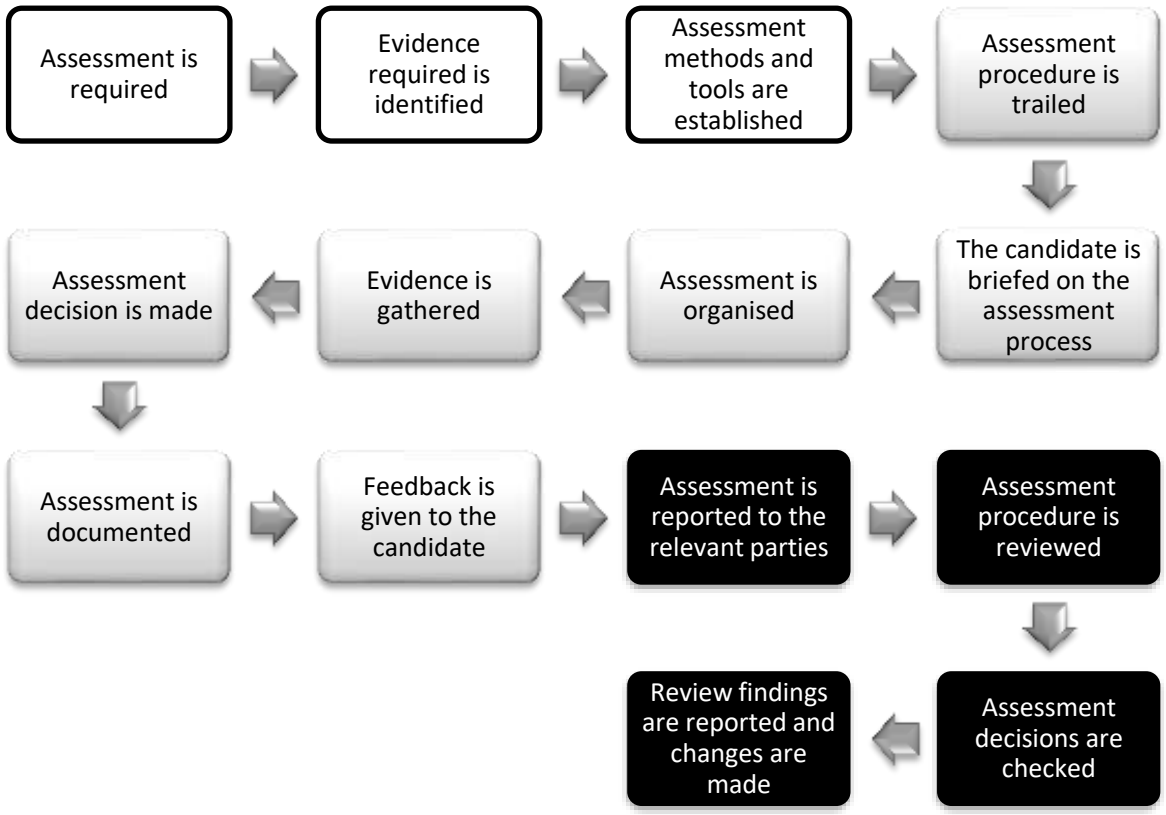
- Know exactly what is expected of the learners by way of standards which the learners have to meet.
- Have cross-field knowledge but remain subject-matter and/or occupational experts.
- Understand what forms of assessment are appropriate to their discipline/field and to the NQF level being assessed.
- Have relevant occupational qualifications.
- Understand the "language" of the field they are assessing, i.e. both the technical terminology as well as the ways of thinking and doing that are required of them to be competent as assessors.
- Keep up to date with developments in their field.
- Regularly ask learners for feedback on assessment in order to constantly monitor and improve their (assessors') practice.

- Know the curriculum and trainers/educators/facilitators through regular contact and provide them with detailed feedback.
- Take into consideration other factors when conducting assessment, i.e. language by making use of interpreters and learners with special needs.
- Ensure that learners are clear about what is expected of them.
- Treat learners with respect and sensitivity.
- Demonstrate a broad understanding of outcomes-based forms of assessment and the NQF.
- Ensure that the relationship between the learner and assessor during the assessment is conducive to the assessment.
- Understand their own role within the broader quality assurance system and keep up to date in related fields of study.
- Ensure that the environment for assessment is conducive to assessment.
- Demonstrate that they are competent to deal with the following: assessment environment, assessment instrument and assessment system.
- Know how to provide feedback on the standards and qualifications to relevant standard setting bodies.
- Have expertise in the specific learning area and generic knowledge in other related learning areas for integrated assessment practice.

Preparation during assessment is a fairly taxing task and involves a lot of careful consideration and planning, but if this step is followed accurately and with thought, the rest of the assessment will be a much smoother, stream-lined process.

2.1.3. Keeping the process flow of outcomes-based assessment in mind for the plan

It is essential to understand the flow process of Outcomes-based assessment:



2.1.4. Communicating Assessment Plans with Stakeholders (People)

The 2 parties who will be most actively involved in the assessment are the Assessor and the Learner. There is, however, numerous other people involved in the learner's lead-up to assessment, and it is important to take each role-player's time and roll into consideration to assist in a "smooth sailing" assessment.

Assessment should be planned with all the parties involved. This will ensure that the facilitator gives the learner the required education to be able to reflect in assessment and will prevent unnecessary explanations to parties who feel aggrieved with the learner taking the time to be assessed (this is often a complaint from the workplace).

2.1.5. Drafting a Schedule for the Implementation of Your Assessment Plan

Assessments are usually organised on an assessment schedule which is communicated to the learner early on in the learning programme. These schedules usually focus on an exact date, time and venue of assessment that is to take place for a specific programme. Planning via schedules assist everyone involved in the assessment process to co-ordinate their time and plan their individual parts in the assessment.

2.1.6. Booking assessment venues and ensuring that they are safe and conducive to the implementation of the principles of good assessment

Planning in terms of the venue where assessment is to take place is a critical factor in the success or failure of assessment. The venue should be suitable for the type of assessment that is to take place, i.e. if the learner has to be observed in the workplace, the venue of assessment will be the workplace of the learner, while a written knowledge questionnaire can take place in a formal classroom situation with multiple learners.

2.1.7. Choosing the most appropriate assessment tools or instruments for the learner context and organisational constraints

The choice of assessment instruments will depend on the situation and might incorporate a range of instruments. Ensuring that you have thoroughly planned which instruments have to be used will ensure that the correct instrument is at hand on the day of assessment and that all the evidence is gathered there and then.

Assessment procedures should address the barriers to learning to make competence accessible to the learner. As not all learners experience the same barriers or need the same level of support, assessment modification becomes a very individual process. Its aim is to assist the learner to demonstrate the same outcome as other learners by changing the task to accommodate the learner's barrier to learning, without changing the core of the outcome. Modification is therefore geared towards the particular learner and not towards the type of disability.

Different types of barriers will have to be addressed through different alternative and/or adaptive methods of assessment. A specific barrier might require more than one adaptation. Strategies to be applied will vary according to whether the barrier is long-standing, recently acquired, fluctuating, intermittent or temporary.

The learning site where the assessment is conducted is responsible for the:

- audio-tape - the material should be audio-taped well in advance;
- enlargement of print of assessment paper;
- transcribing of the assessment task into Braille (or appointment of someone to do so);
- supply of assistive devices, special equipment, etc.

The learner should know:

- The kinds of activities that they can be expected to perform
- The standard and level of performance expected
- The type and amount of evidence to be collected
- Their responsibility regarding the collection of evidence

2.1.8. Recordkeeping and Formal Administration

Remember that at the end of any assessment you as the assessor should have evidence that could hold up in a court of law, to back up the reasons for your competence judgement of the candidate that you have assessed. Additionally, you should be able to prove that you adhered to all the principles of good assessment.

This naturally requires meticulous recordkeeping and very precise formal administration systems.

It has given rise to the perception that assessment can be divided into two clear parts: The active assessment and the "paperwork"!

The administrative compliance framework tends to be a confluence of the SETA formats generally prescribed and a trademark of the person who develops the assessment instrument. But remember that the point of the "paperwork" is to keep record of the evidence and the process of your assessment.

2.1.9. Assessment Planning in Line with QMS and Organisational Policies

All assessment instruments should be designed bearing specific policies and procedures in mind, such as:

- SAQA policies and procedures – available on their website: www.saqa.org.za
- SETA policies – available from the ETQA of each SETA or on the SETA's website.
- The service provider's in-house quality management system policies and procedures related to Program Design, Assessment design, RPL, Assessment Practice, Learner Health and Safety, Learner support, Benchmarks for Competence, Protocols for communication and recordkeeping.
- Employer / Sectoral policies and procedures – related to benchmarks and standards for the specific employer or sector in which assessment takes place.

Each organisation will have a specific Assessment policy which the assessor must use as guideline in terms of conduct and assessment process. This policy will stipulate such things as:

- Assessor conduct during assessment
- Benchmark for competence
- Number of allowed assessments per learner
- Appeals procedures against the outcome of assessment
- Re-assessment strategies
- RPL strategies

2.1.10. Working with Existing Assessment Guides and Assessment Instruments

Many organisations and SETA's have pre-designed Assessment guides and Assessment Instruments. Assessment guides give guidance to the assessor in terms of compliance documentation, pre-set assessment plans and marking matrixes against assessment instruments.

It is important that as assessor, you work through such guides and instruments well in advance of the actual assessment to assist you in completing the assessment correctly and to ensure that you have verified the completeness of the instruments in terms of evidence collection and that you have judged the instruments against the principles of good assessment.

2.1.11. Preparing Assessment Resources to meet the Requirements of the Assessment

The aim of the assessment is gathering of evidence in a specific format and in a specific way. It is thus important to consider ahead of time what the assessor, the learner and any other role-players in the assessment need to complete the assessment and that all these resources are on hand during the assessment.

2.1.12. Preparing Assessment Resources to Ensure Fairness

To prevent any unfair situation, the assessor should ensure that all assessment instruments, stationary, venues, role-players, etc. are planned and organised. This will avoid a situation where the learner can feel disgruntled due to a disorganised process or an incorrect venue. Ensuring that the learner is aware of exactly what will be expected from him/her on the day of assessment and that the learner has agreed to the time and venue for assessment will

assist the learner's buy-in to the process.

Some learners will need support on various levels and at various stages of the learning program in order to maximise their potential. Support should be seen as an integral part of all learning.

There are many practical ways in which educators can adapt the way in which activities and assessment are planned, structured and conducted, e.g.

- Learners should be given sufficient time to demonstrate competency in the assessment tasks. Learners can be given more time, not only to write tests but also to demonstrate outcomes through all other methods of assessment. Multiple opportunities also need to be provided to improve work and to achieve optimally.
- Learners can have the papers / task instructions read to them and they can dictate their answer to an educator/learner/other person who writes it down to be marked. Learners can also dictate their answers on a cassette. This can assist learners with reading and writing barriers, severe visual barriers and those with physical barriers that affect their hand movements.
- Assessment can include a practical component so that learners can demonstrate their competence without having to use language. This is a more suitable assessment of learner's competence if they have language problems. Remember that OBE acknowledges outcomes in skills, values, attitudes in addition to knowledge.
- Develop an activity or task to substitute the task being done by the rest of the class, e.g. a learner with physical disability in an Arts and Culture or Life Orientation activity to demonstrate a specific outcome.
- Design activities which can allow learners to demonstrate a level of competence and to achieve an outcome.

The **purpose of alternative or adaptive methods of assessment** is therefore to minimise the impact of a range of intrinsic and extrinsic barriers upon the assessment performance of the learner. The provision of alternative assessment is simply to accommodate the functional differences of some learners. The aim is:

- to achieve the balance between meeting individual needs while maintaining assessment validity – i.e. to address the barrier, not to compensate for it. This is an essential part of providing learning support.
- to avoid implying / establishing / confirming / reinforcing difference, i.e. in an exclusive frame to allow the results of the assessment to reliably reveal the needs of some learners to be supported in the teaching and learning process. This will assist educators to plan intervention strategies in such a way that all barriers are effectively addressed.

2.1.13. Preparing Assessment Resources to Ensure Safety

Safety of the learner is of utmost importance during assessment, especially where assessment might expose the learner to injury or exposure. Most organisations build in an Occupation Health & Safety compliance clause into their assessment policies and would expect the assessor to respond should injury or accidents occur during assessment. It is always a good idea to carry a basic First Aid kit with you as assessor if there is even the slightest risk of injury or exposure.

2.1.14. The importance of notifying all parties involved in the assessment in good time about the assessment plan and assessment schedule

There are many different role players in the outcomes-based learning arena. As the skills development process becomes more established and is rolled out to a larger audience, more role-players and stakeholders enter the arena. It now becomes very important that everybody fulfils their function with the same understanding of the process.

It is also very important to understand what each person's duties and responsibilities are in terms of the process.

It is important to note that sometimes more than one role is fulfilled by one person. For example; a material developer might also fulfil the role of assessor or moderator, or the program developer might also fulfil the role of facilitator. But it is important to remember that in order to have high integrity in the process of quality assurance that it is preferable for different people to follow on in the different roles and responsibilities in the chain of delivery.

In order to understand the design of the assessment instruments, it is important to approach the process holistically. One must understand where assessment fits into the process, the frameworks and conventions of the assessment process and when to apply

which format. One has to pay special attention in order to avoid pitfalls and to ensure that the intent of the assessment is communicated clearly to those who have to use it. Lastly one has to ensure that the assessment instrument is reliable and fair, and actually measures what it is supposed to measure – the outcomes of the unit standard in question.

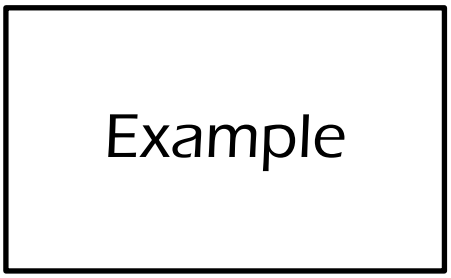
2.1.15. Ensuring that all Parties Involved in Assessment are Ready for Assessment

It is recommended that the assessor has recorded agreement from all parties involved with the assessment that assessment will take place on an agreed date, at an agreed time and venue and that those role-players' whose presence are required, will be present and aware of their function at the assessment.

2.1.16. Explaining and Clarifying the Goals and details of Assessment to the Learner

Unlike with other assessment methods, Outcomes-based assessment involves the learner in the process and does not try to "catch the learner out". Although the learner need not be handed an exact copy of the assessment which he/she will have to complete in preparation, the learner can be prepared by telling the learner:

- What assessment instruments will be used (e.g. "you have to be observed in the workplace")
- Giving the learner a guideline of the evidence that he/she has to produce during assessment. Self-assessment checklists come in very handy here…



Script for learners:

Please prepare yourself according to the following self-assessment for summative assessment and indicate where you need assistance from the assessor.

Concept confidence level indicator	I'm Sure of the Information and have revised it well	I'm still unsure of some things and need to revise it more	I don't understand and need help!
The concept of "money laundering"			
A definition of money laundering			

2.1.17. Clarifying Everyone's Expectations

If the learner understands what he/she expects from the assessment and what the assessor expects in return, no unrealistic or unfair circumstances are created. The assessor can ask the learner to describe to him/her:

- Why do you want to be assessed in this?
- What do you want to achieve by this assessment?
- What do you want to happen when this assessment is complete?

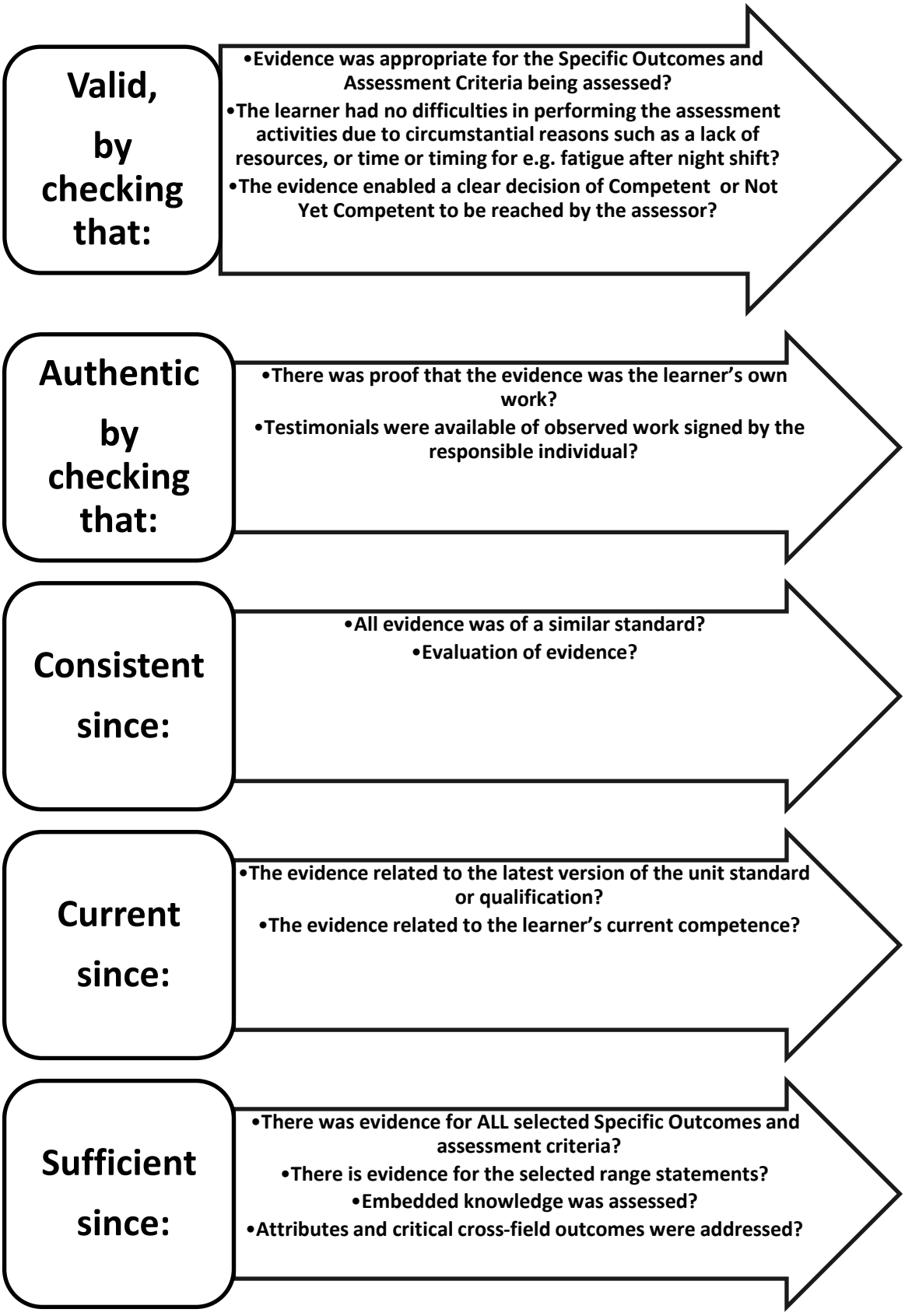
2.2. The assessment was conducted without any obtrusive disruptions to the learner's performance.

This should be apparent from the planning stage of assessment and where possible, evidence was gathered during learning and in the workplace.

2.3. The learner's evidence that was presented matches the evidence strategised in the assessment plan.

The actual evidence found is not different from the evidence planned. This proves that the learner was not tricked or unfairly treated in any way.

2.4. Evidence was Marked and Summatively Judged as:



2.5. Checking for the Provision of Feedback to Relevant Parties

- Feedback was provided to the learner during formative assessments.
- Feedback was provided to the learner after the summative assessment.
- Feedback from the learner regarding the assessment process was available (for both formative and summative assessments).

2.5.1. The importance of feedback about the assessment to all stakeholders

Training and development are often a very costly and intensive process for all the stakeholders.

- Learners are under pressure to perform and meet the outcomes and learning objectives set.
- The organisation is under operational pressure during times when learners are learning or being assessed.
- The organisation and other stakeholders (such as the SETA or training provider), are often expending substantial resources on delivering the learning programs and managing the assessment processes.

It is thus very important to ensure that you **deliver feedback** to all stakeholders in a clear, concise and timeous manner.

This feedback should not only include the formal feedback given to the learner on the competence judgement that you as assessor will make.

It means that you should report back on the actual assessment process and how well the principles of good assessment were implemented or can be improved into the future.

Remember that feedback ensures that the learner has been given an understanding of how he/she performed in the assessment and that he/she understands what follows next; i.e. have the credits been awarded or must an action plan be put in place to reach competence.

Feedback from the learner in terms of assessment assists the assessor to ensure that the learner has understood and accepted the assessment decision, and to assist the assessor with improvements for future assessments.

2.5.2. Why give feedback to learners?

Feedback is the criterion-referenced indication of the difference between a learner's attained level of outcome (goal/skill/competency) attainment or achievement and the set outcome

(goal/skill/competency) that serves as a standard against which the attained level of achievement is assessed (measured).

Feedback may be supplied in a variety of forms: oral or written report, an assessment grid, peer-remarks, a record card, a tutorial, etc.

Therefore, to be able to supply feedback the learners must be aware of the set outcomes and assessment criteria for the learning unit.

2.5.3. The principles of feedback

✓ Criterion-referenced - this means you should clearly be able to link the feedback that is given to a specific assessment criteria number in the unit standard that is being assessed.
✓ Purpose-oriented - this means that the feedback should serve a purpose, and not just be cute statements like "Good effort and good luck Sally!"
✓ Objective
✓ Set in clear, understandable language (on the learner's language level)
✓ Explanatory
✓ Positively inclined
✓ To the point (short and pithy)
✓ Indicating the difference between a learner's attained level of outcome (goal/skill/competency) attainment or achievement and the set outcome (goal/skill/competency) that serves as a standard against which the attained level of achievement is assessed (measured)
✓ Supplying guidelines or indications for improvement
✓ Motivational

2.5.4. Constructive vs. Destructive Feedback

2.5.4.1. Sandwich Approach to Giving Feedback

When a learner hands in an assignment, or performing a demonstration or delivering a presentation, remember that he or she is giving you a piece of himself. Be kind with your comments. Say something positive first; point out paragraphs that need improvement next, and end with something positive.

Example
Here is an example: Xoli, (Always address the learner) "It was very clever to introduce your presentation with such provocative, rhetorical questions. You certainly gain your audience's attention. However, you tended to lose your focus at times in the body of the presentation by introducing points that are irrelevant to your topic. For example, …. Remember you promised to convince me that…. Also, please pay attention to following… Overall, this was a good effort as a presentation, but in future you can do the following to improve it…

Assessment Feedback Form									
Comments / Remarks									
Assessor Declaration of Competence	**1st Attempt**			**2nd Attempt**			**3rd Attempt**		
	Competent	**NYC**	**NYA**	**Competent**	**NYC**	**NYA**	**Competent**	**NYC**	**NYA**

Assessment Feedback Form			
Date of declaration			
Feedback to learner on assessment	Dear		
	The benchmark for competence in the Unit Standard was…		
	During your assessment you showed excellent…		
	During your assessment you did not…		
	That means that…		

Action Plan for Competence Refer to Pro-forma Action Plan for Reassessment under the Re-assessment Procedures Section of the Assessor Guide			
Feedback from learner to assessor			
Learner Declaration	I, ……declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument.		
Learner's Signature		**Date:**	
Assessor's Signature		**Date:**	
Moderator's Signature		**Date:**	

Action Plan for Competence and Re-assessment			
Comments / Remarks			
The learner was assessed on the following date:			
The learner has not submitted sufficient evidence and is therefore not yet competent.			
The learner is required to submit additional evidence against the following: List the specific outcome and assessment criteria relevant below:	The learner is required to improve in the following areas:		
The learner has additional special needs identified (please specify)			
The learner is required to be assessed by another assessor			
Feedback from learner to assessor			
Learner's Signature		**Date:**	
Assessor's Signature		**Date:**	
Moderator's Signature		**Date:**	

2.5.5. Why receive feedback from learners?

The assessment process is not stagnant and should be seen as part of the "lifelong-learning" curve. To obtain feedback from the learner in terms of how he/she experienced the assessment process to assist you as assessor to improve your assessments in future and to ensure that you have followed the VACS principles of assessment.

Remember to request feedback from the learner immediately after he/she has received feedback from you in terms of the assessment.

2.5.6. Typical Feedback Given to Learners After Assessment

Ensure that you always give the learner very precise information as to the declaration of Competence or Not yet Competent; give the learner exact details of what is expected from him/her next and ask the learner to sign and date all relevant documents.

2.5.7. Leaving Room for Appeals Against the Assessment Process

Every learner has the right to appeal against the outcome of assessment, and you thus have to give your learner an opportunity to do so.

Assessment Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		**Date:**	
Assessor's Signature		**Date:**	
QA Manager's Signature		**Date:**	

2.6. Checking Assessment Judgments and the Recording of Assessments

- An assessment judgment was made.
- An action plan was developed (where learners were found Not yet Competent).
- Learner results were effectively recorded.
- Learners had access to an appeal procedure.
- The learner and assessor agree a re-assessment option in the case of a 'not yet competent' decision.

Only at this stage can you as Moderator endorse or not endorse the decision to "uphold" the assessor's judgement decision, i.e., you decide if you would have come to the same conclusion as the assessor in terms of assessment judgement.

It is vital that as an assessor, you understand that the judgement of competence needs to be the same for all your learners and that there must be a quantifiable measure for declaration of "Competence" or "Not yet competent". You should be able to find the policies related to assessment as a guideline from the organisation for which you are assessing. These will have the following guidelines for you to utilise as assessor:

☑ Benchmark for competence, i.e. the learner needs to reach "x" to be declared competent – there is often some debate here, as there is a misconception that one cannot judge a learner through mark allocation. This is not strictly true; the assessor can in fact benchmark the standard for competence to be, for example 80%, even on answers where the learners' own situation will determine the answer.

☑ Assessment instruments should be provided with a marking matrix or model answer sheet to ensure that the assessor judges all learners against the exact same criteria.

☑ The assessor should have clarity as to how many re-assessment opportunities the learner should get – most organisations have a 3-times assessment policy for a learner registered against a specific programme and then learners are liable for the costs involved in assessment after the 3rd opportunity.

2.6.1. Bringing in External Judgements as Part of Learner Evidence

It is important to remember to build in "naturally occurring evidence" where possible as part of assessment. Many assessors make the mistake of re-inventing the wheel and frustrating the learner and the workplace where evidence can easily be gathered without the assessor's presence.

Remember to make sure that any external evidence that is submitted by the learner can be verified, i.e. ensure that it is signed and dated by the person felling judgement and that the person can be contacted afterwards.

2.7. Checking if Assessment was Reviewed

An assessment review was documented by the assessor and improvements were made where applicable.

2.7.1. Reviewing of the Quality of the Assessment Instruments

As part of continuous learning and continuous improvement, the assessor has to review the instruments that were used during assessment and give feedback accordingly.

2.7.2. Reviewing of the Assessment Process

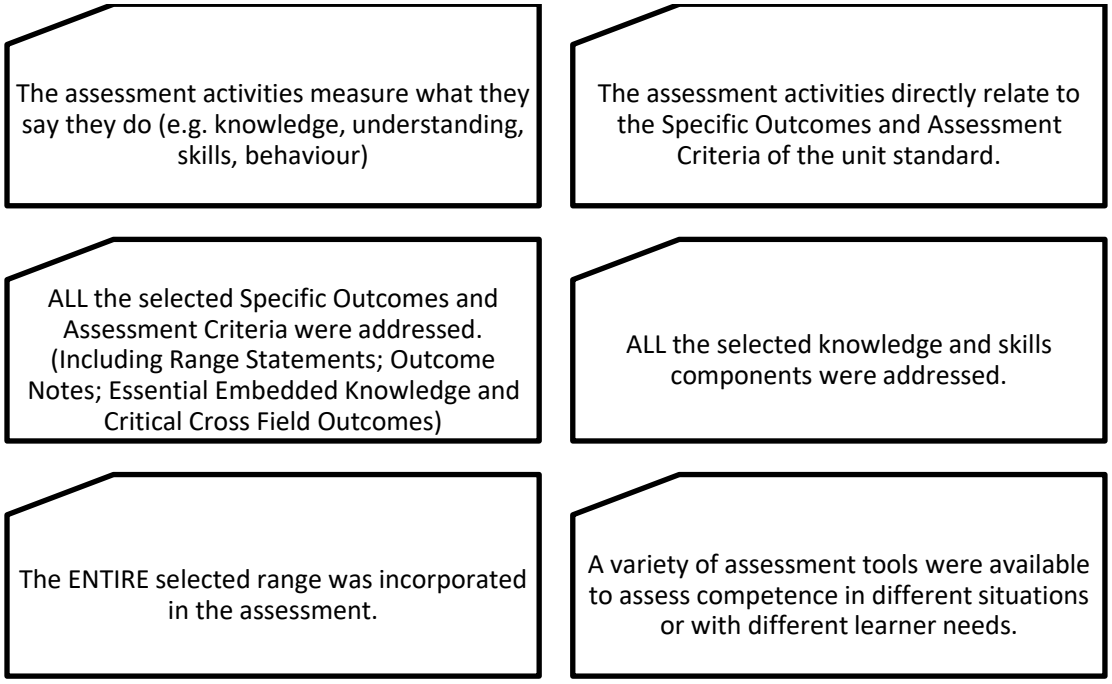
The assessor should also review the whole assessment process.

2.8. Checking if the Principles of Good Assessment were Adhered To

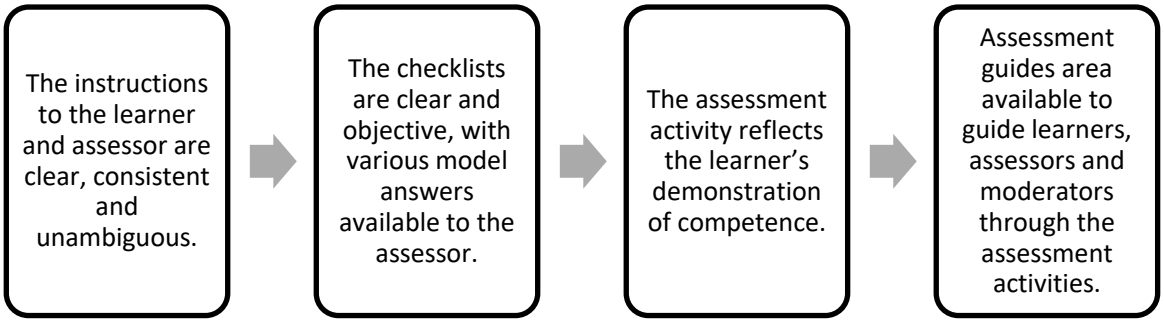
The Validity of the assessment must be sanctioned / questioned

- The assessment activities must be non-discriminatory to all learners with regard to gender, race, religion etc.
- The assessment activities must be clearly related to generating evidence of competence according to the outcomes of the unit standard.

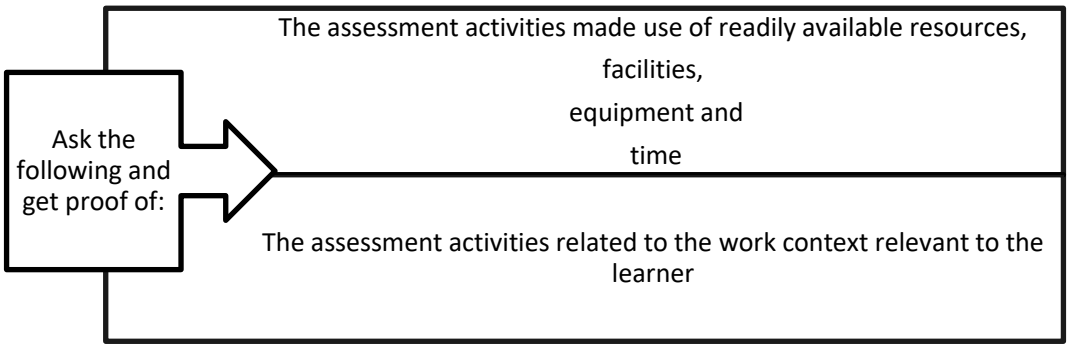
2.9 Establishing the Reliability of the Assessment



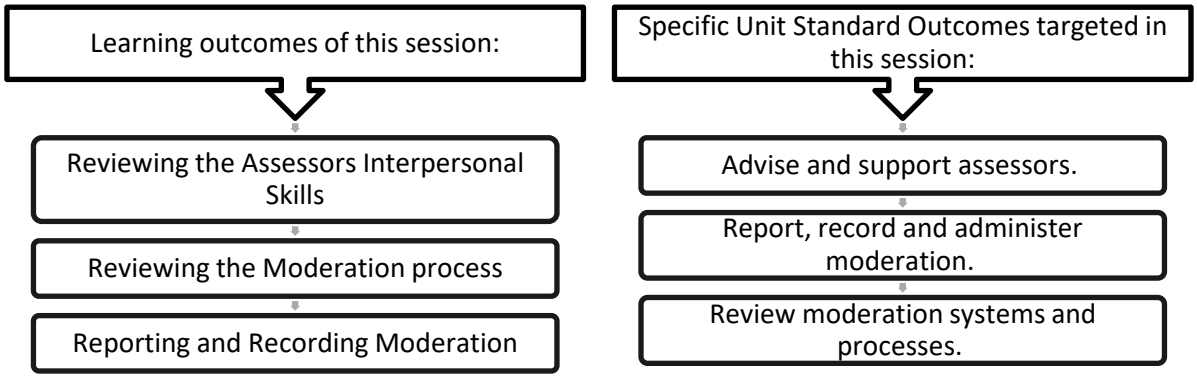
2.9. Checking if the Assessment Satisfied the Fairness Criteria



2.10. Checking the Manageability (workability) of the Assessment



Learning Unit 5: Advising and Supporting Assessors



1. Reviewing the Assessors Interpersonal Skills

1.1. Communication Skills:

Ask the following and get proof of:

- The assessor asked questions that were clear and did not unfairly lead the learner towards the answer.
- The assessor gave feedback relating to the learner's performance only
- The assessor gave feedback within an agreed timeframe
- The assessor provided feedback on all outcomes and all assessment criteria
- The assessor provided constructive feedback in instances of a learner being 'not yet competent'
- The assessor provided for sensitive handling in instances of the learner being upset or nervous
- The assessor listened effectively
- The assessor clarified or confirmed his/her understanding wherever necessary
- The learner was made aware of the outcome of the assessment and the reasons for the decision.

1.2. Did the Assessor Show Good Conflict Management Skills?

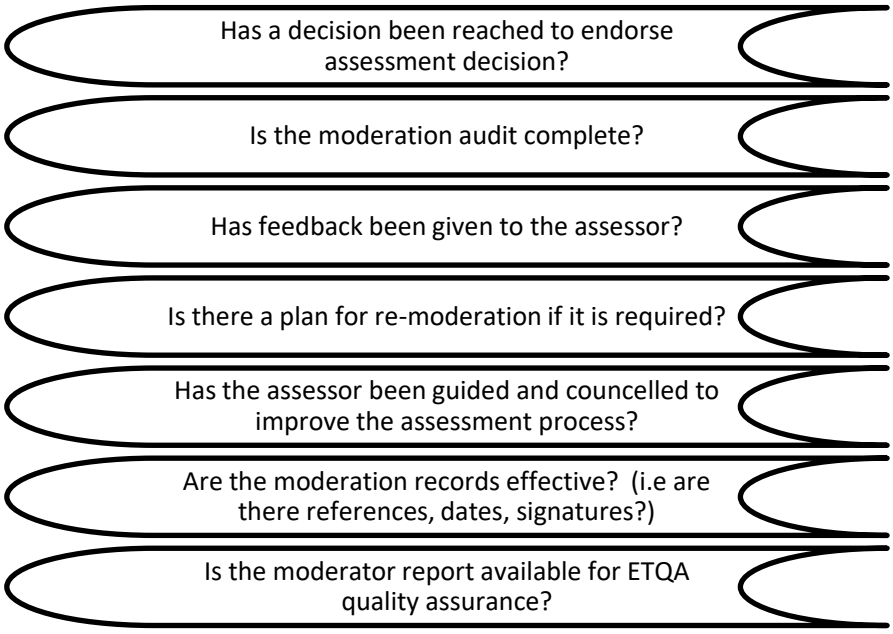
In most cases, this would be very difficult to see, unless there was e.g. an appeal against the outcome of assessment. In this case, it should be clear that the assessor communicated with the learner about the reasons for the outcome of assessment and also show how they plan with the learner to get the learner to competence, through e.g. action plans.

1.3. Did the Assessor Record Information Effectively During and Post the Assessment?

It must be clear that:

- All documents are signed and dated
- That evidence is logically filed
- That an assessment judgement was made
- That feedback was given to the learner and received back from the learner
- That there is review of the assessment process

2. Reviewing the Moderation Process



3. Reporting and Recording Moderation

Every stage of Moderation must be recorded. You will be provided with a template to develop your Moderator Portfolio of Evidence. It is important that you attach all supporting evidence to the documents provided and that you substantiate all decisions and answers with commentary and referencing.

Do not forget to attach the evidence that was assessed to your Portfolio of evidence.

Ensure that you follow the steps outlined (and include) the Assessment and Moderator Policy for the organisation for which you work. This shows that you comply with the processes of this organisation as moderator and take the correct procedures into account when judging an assessor's performance.

Bibliography and Acknowledgements

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Paul Dorrian "Intensive Customer Care" Original source (The Marketing Mix)	http://en.wikipedia.org/wiki/Minutes	
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