



Learner Guide

Conduct Outcomes Based Assessment

Based on Unit Standard: 115753

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Learner Orientation

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Conduct outcomes-based assessment

SAQA US ID	UNIT STANDARD TITLE			
115753	Conduct outcomes-based assessment			
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 5	New Level Assignment Pend.	15
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		
2024-06-30		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
9927	Conduct an assessment	Level 4	NQF Level 04	12	Complete
7978	Plan and conduct assessment of learning outcomes	Level 5	New Level Assignment Pend.	15	Complete

Learning Unit 1: Introduction to Outcomes-Based Assessment

By the end of this session, a learner who is found competent will be able to:

- Demonstrate understanding of basic principles of outcomes-based assessment.

Skills and Knowledge targeted in the session:

- What are outcomes-based assessment?
- Features of an outcomes-based approach to assessment
- Is assessment really necessary?
- What does it mean to be a qualified assessor?
- The role and responsibilities of an assessor
- Motivations for becoming an assessor.
- Considerations regarding your way forward as an assessor
- Frequently asked questions regarding the volume and administrative duties that surrounds assessment

1. Background info on the SAQA, NQF, SETAs, etc

1.1. The South African Qualification Authority

- SAQA is a body of 21 members appointed by the Minister of Education
- The SAQA Act, 1995 ensures the removal of unnecessary constraints to entry into and progress within the learning system and creates measures for quality control

1.2. What is the NQF?

- Bring together the variety of qualifications already in existence
- Provide a structure onto which new qualifications can be added
- Ensure that all existing and new national qualifications meet quality requirements which have been defined as clearly as possible, and
- Ensure international education and business networks and opportunities can be developed now and in the future.

The National Qualifications Framework is vital to South Africa's future, by building and developing qualifications that are based on clearly defined national and international standards wherever possible.

1.3. How does the NQF reach its standards?

- By developing a system of education and training designed to let learners earn credits towards national qualifications from a range of learning and training providers, or even through recognition of learning that has taken place through practical experience.
- Based on Unit Standards and qualifications that are registered on the NQF by SAQA.
- Allows learners to be measured against a standard to earn credits rather than against each other.
- The system recognises competence, no matter how or where it is gained; emphasis is on what a learner knows and can do (the outcome) rather than how long it takes to complete a programme of learning.
- The importance is on achieving the standard.
- In terms of the SAQA Act, certain bodies have been established to implement the NQF:
 - National Standards Bodies (NSB): co-ordinate the development and registration of Unit Standards and qualifications.
 - Standards Generating Bodies (SGB): generate qualifications and standards, Update and review standards, Recommend qualifications and standards to SAQA for registration; Recommend criteria for the registration of assessors and moderators or moderating bodies, Perform such other functions as may from time to time be delegated by SAQA; Consult with experts in the defined field concerning the accuracy and acceptability of the results such activities and subject such results to the scrutiny.
 - Education and Training Quality Assurors (ETQA): propose Unit Standards and qualifications for registration and protect the integrity of the Standards and qualifications through quality assurance systems.

1.4. The NQF has a Set of Principles that Require Qualifications to be:

- Credible in South Africa and around the world.
- Coherent in that they provide clear learning pathways.
- Relevant in that they take into account changing knowledge, technology and occupational structures.
- Quality focused in terms of nationally agreed learning outcomes and assessment criteria.
- Flexible enough to be gained anywhere and at any age.
- Accessible in providing appropriate entry points and multiple pathways to qualifications.
- Portable in that they recognise the importance of generic and transferable skills.
- Responsive to the rapidly changing needs and diversity of South African society.
- Reflective of the needs of both learners and providers.
- Progressive in that the learners can progress through the levels of the NQF.
- Articulated so that learner's achievements are recognised across providers.
- Effective and efficient in the use of resources.
- Appropriate in that they are "fit for purpose".

2. General Context of Assessment in Terms of the Principles and Mechanisms of the NQF

The NQF has made assessment a practical experience, rather than just those who can afford formal study and formal examination and the expense involved. If a learner can "show" his/her ability to do a task, this can be used as evidence to gain competence against an NQF-based programme or Unit Standard.

2.1. Seeking Inputs from the Learner

The learner should be actively involved in the assessment process and the planning that leads to it for the assessment to have success. There are many inputs the assessor needs to get from the learner.

2.2. Sources of Evidence

Evidence can be gathered in many formats, and with experience, you can plan your assessment by directing the learner in terms of the type of evidence that will be required.

2.3. Essentially all Evidence can Only be Classified Into Three 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 3 rd party witness such as a performance appraisal by a 3 rd party mentor or coach.

2.4. Different Unit Standards Call for Different Types of Evidence

The review of different unit standards reveals five distinct categories. The categories reflect factors within the standard that indicate the kind of assessment that would be appropriate. Assessment of each type of unit standard is based on evidence that reflects a range from simple direct observation to more complex inferences. There are probably a number of different ways of categorising the unit standards; it was felt that this approach was the most useful in the current situation.

The categories are as follows:

1. Unit standards with a strong inter-actional component – this set of unit standards is simple, with a strong emphasis on procedure, although the unit standard requires a focus on the inter-actional skills of the learner.
2. Unit standards with a transactional focus – this refers to service delivery and operationally focused unit standards.
3. Unit standards requiring a wide range of knowledge required for effective application – this type of unit standard is common in banking where an individual is required to apply a wide range of knowledge to carry out a relatively simple procedure.
4. Unit standards focused on a moderate degree problem solving.

5. Unit standards focused on a high degree of problem solving.

The assessment of each category of unit standard is based on the type of evidence required. The evidence required ranges from simple direct on-the-job observation to more complex inferences of competence from carefully designed assessment tools.

3. What are Outcomes-Based Assessment?

<div data-bbox="236 616 679 880" data-label="Text"><p>Definition</p></div>	<div data-bbox="794 600 1225 633" data-label="Section-Header"><p>Outcomes based assessment</p></div> <div data-bbox="794 651 1406 846" data-label="Text"><p>A structured process for gathering evidence and making judgments about an individual's performance in relation to registered national unit standards and qualifications</p></div>
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3.1. Is assessment really necessary?

In a word "Yes!" If we do not assess someone how will we know that the person can perform specific duties or achieve specific outcomes consistently?

3.2. What does it mean to be a qualified assessor?

An assessor is a person who is an expert in two different things –

- The field in which he is educated and/or works on a day-to-day basis.
- The ETD-practice field of outcomes-based assessment.

3.3. The role and responsibilities of an assessor

Role and Responsibilities of an OBE Assessor

- Inform the candidate of the assessment
 - Clarify the assessment criteria with the candidate and confirm that the person is ready to be assessed
 - Draw up an assessment plan
 - Discuss organisational policies and procedures - e.g. Appeals procedure
 - Select the assessment instruments that are fit for purpose
- Conduct the physical assessment
Collect evidence as proof of competence
Give constructive feedback and / or help the candidate to draft action plans in case re-assessment is required
Report on assessment
Capture assessment results in support of the organisation's moderation policy
Make comments on improvements for future assessments of similar nature

Remember this!

You can only assess a person in your own field of expertise.

You must have proof that your own qualification and experience level is at least one level higher than the person whom you are assessing.

3.4. Why do You want to be An Assessor?

Answers to this question generally vary between:

- "I don't really know, but my workplace requires it."; and

- ❑ “I work in the field of training and education and the new system, requires that I must be able to assess people”.

Sound familiar?

4. Considerations Regarding Your Way Forward as an Assessor

An assessor should be someone who is deeply committed to the assistance of others on the road of learning.

To assess effectively, means that you have to be a very patient, systematic, supportive and meticulously organised person, who can communicate well with the other stakeholders involved in the learning program and more importantly with the learners.

In order to become a successful assessor, you will have to operate from a platform of continuous self-learning and discovery as well as deep integrity.

Learning Unit 2: Understanding the Concept of “Outcomes Based Assessment”

By the end of this session, a learner who is found competent will be able to:

- Demonstrate an understanding of outcomes-based assessment

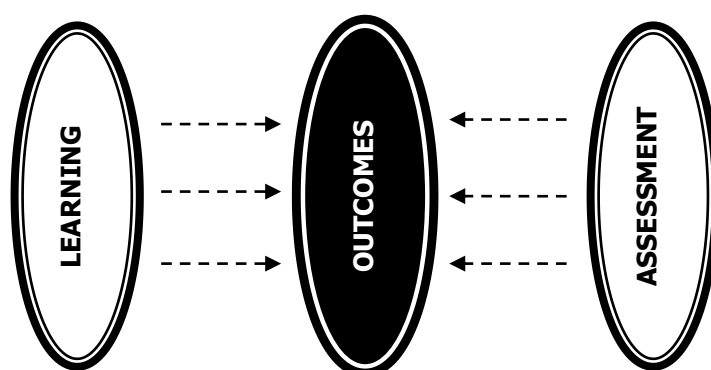
Skills and Knowledge targeted in the session:

Skills and knowledge targeted in this session:

- Features of an outcomes-based approach to assessment
 - Emphasis is on outputs or end products
 - Outcomes based assessment is criterion referenced
 - Outcomes based assessment is continuous
 - Outcomes based assessment is used for formative and summative purposes
 - Outcomes based assessment is concerned with issues of reliability and fairness
 - Outcomes based assessment practices are valid
 - Outcomes based assessment includes integrated assessment
 - Outcomes based assessment is aligned with other aspects of the system
- Understanding assessment methods related to different types of education philosophies
- Types of outcomes that you will be required to assess
 - Specific Outcomes
 - Critical Outcomes
 - Developmental Outcomes
- The jargon of outcomes-based assessment
- The main functions of SAQA

1. How outcomes-based methodologies compare to other models

1.1. The key elements of any OBET (Outcomes Based Education and Training) learning system are:



Outcomes: the results of skills, knowledge, attitudes and attributes in place.

Learning: Formal and informal interventions that specifically lead to the achievement of the outcomes

Assessment: The gathering of evidence measuring competence specifically for the outcomes identified.

2. Features of an outcomes-based approach to assessment

2.1. Emphasis is on outputs or end products

Outcomes based assessment emphasises the assessment of learner *outputs* or end products as opposed to lecturer *inputs*. Knowledge or content of courses is no longer the principal focus but instead the focus is on the *application* of that knowledge and the demonstration of the required skills and values within specific contexts. These outcomes have to be explicit to ensure that learners clearly understand what is being assessed and what is to be achieved.

Outcomes based assessment is also characterised by criterion as opposed to norm referencing.

2.2. Outcomes based assessment is criterion referenced

There has been a complete shift away from the tendency to use a normal curve as the basis for making decisions about individual performance. In contrast to *norm* referenced testing which is designed for the purpose of comparing learners with one another, *criterion* referenced assessment is a form of assessment in which judgements are made about learners by measuring their work against set criteria that are independent of the work of other learners. Even if grades are given, learners' achievements are graded in terms of whether they have satisfied the criteria for assessment.

Criteria are specified in terms of the outcomes set for a course. By putting in time and effort at the beginning of a course, reflecting on and specifying criteria and communicating these clearly to learners, one is in a better position to facilitate learning by giving learners feedback on the extent to which they have, or have not, met those criteria.

2.3. Outcomes based assessment is continuous

Outcomes based assessment focuses on using frequent and varied assessment techniques to guide learners towards achieving the outcomes set for a course. In contrast to *continual* assessment in which one merely assesses repeatedly, *continuous* assessment makes use of a variety of assessment practices during a course or module with the intention of understanding where the learner is. Feedback from assessment enables the lecturer involved to provide as much guidance to learners as possible. This feedback guides learners on their strengths and weaknesses and advises them on how to progress. This kind of assessment need not be formal. Its intention is to inform the learners on the success of their learning so far.

2.4. Outcomes based assessment is used for formative and summative purposes

Outcomes based assessment makes use of both *formative* and *summative* assessment. Formative assessment is used to chart the learner's progress as he/she works towards achieving the specific outcomes to become competent. If learners have not met the criteria, they would not be competent yet and the onus would be on the assessor to specify what learners have to do in order to meet the criteria and become competent. Summative assessment is formal assessment that is administered at the end of a learning programme. Judgements are made with reference to the criteria set for the assessment tasks.

2.5. Outcomes based assessment is concerned with issues of reliability and fairness

Traditionally, reliability refers to consistency of measurement. Outcomes based assessment is conducive to reliability in those specific outcomes and criteria are the basis upon which assessment is planned and administered. These are constant regardless of who is assessing and who is being assessed. Laying down these specifications makes it necessary for the assessor to use them as a guide in planning, developing and administering assessment. Because they are specific, known and clearly understood by all, they act as an in-built mechanism against assessor inconsistency and assist with the transparency of assessment and description of standards.

2.6. Outcomes based assessment practices are valid

Assessment methods and criteria have to match what is to be assessed. Judgements or results showing measurement outside of what is stated are viewed as invalid. For example, the use of correct grammar is often used as a criterion when assessing assignments. If this criterion was not mentioned (i.e. was not stated either in the outcomes or prior learning required) it would not be valid to take this factor into account when assessing learner assignments. Many of us may have consciously or unconsciously “marked down” a learner’s assignment due to his or her incorrect use of grammar. It would be invalid to reward or punish a learner for this if it was not specified as a criterion. It would also be unfair.

2.7. Outcomes based assessment includes integrated assessment

The purpose of *integrated* assessment is to provide evidence that the purposes of a course/module as a whole have been achieved. It makes use of a range of formative and summative assessment methods to enable the learner to demonstrate applied competence. Integrated assessment incorporates foundation as well as practical and reflective competence while attempting to bring the overall purpose of the qualification under scrutiny. Learners should be provided with a variety of contexts in which to display their knowledge since a once-off written examination does not provide for the assessment skills that are not suited to that mode of assessment.

2.8. Outcomes based assessment is aligned with other aspects of the system

Educators increasingly recognise that the major elements of an education system must work together to help learners achieve higher levels of understanding. Outcomes set for each component of the course need to be aligned with the purposes and outcomes for the whole qualification. The methods of teaching and assessing that course must also be aligned with these outcomes. The following diagram attempts to illustrate these concepts:

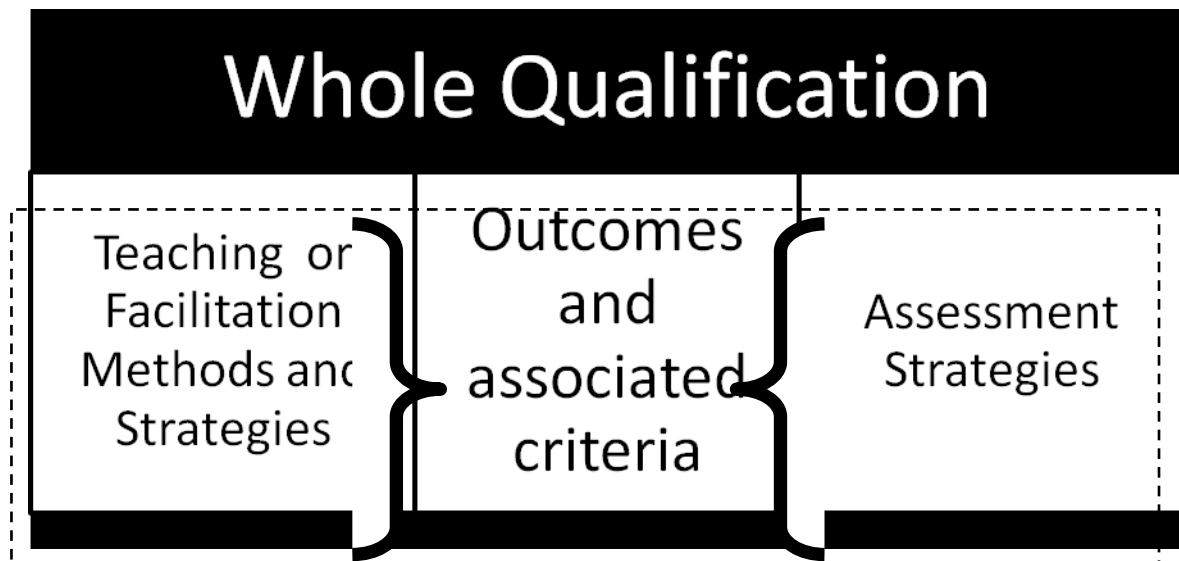


Figure 1: Aligning assessment with other aspects of the curriculum

2.9. Understanding assessment methods related to different types of education philosophies:

	Traditional Models	Outcomes Based Model
Assessment	<ul style="list-style-type: none"> • The teacher determines the method of assessment from a limited range of options such as tests and exams. • Assessment focuses on retention of acquired knowledge rather than applied competence. • Rote learning (parrot fashion) is encouraged. • Assessment normally only takes place only once after completion of the learning curriculum 	<ul style="list-style-type: none"> • The method of assessment is designed to fit the purpose of the learner context and designed to meet the outcomes. • Number of methods available to the assessor is multiple and applied in authentic contexts related to the field of learning. • Knowledge, Skills, Reasoning and Attitude is assessed • Learners can develop the right degree of competence by periodic self-assessment. • Facilitators will assist learners to become competent through formative assessment. • Trained assessors will assist the learners in proving their competence through various methods of assessment. • Assessment can be done continuously and during the learning process.

3. Types of outcomes that you will be required to assess:

- Specific Outcomes
- Critical Cross field Outcomes
- Developmental Outcomes

3.1. Specific Outcomes

Each learning area consists of a set of Specific Outcomes which help

- facilitators to teach the right content, and;
- Learners to ensure that they display the right level of competence during assessment from a trained assessor, in order to meet a national standard

3.2. Critical Cross-field Outcomes

The South African system of OBE is based on the critical outcomes. These outcomes are based on the South African Constitution and have been approved by the South African Qualifications Authority (SAQA).

There are seven critical outcomes which state that learners always will:

1. Identify and solve problems and make decisions using critical and creative thinking.
2. Work effectively with others as members of a team, group, organisation and community.
3. Organise and manage themselves and their activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, symbolic and/ or language skills in various modes.
6. Use science and technology effectively and critically showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

3.3. Developmental Outcomes

These critical outcomes are supported by five developmental outcomes, which OBE uses to contribute towards the personal development of each learner and towards social and economic development in South Africa.

Let's look at what those are:

- Reflect on and explore a variety of strategies to learn more effectively.

- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

Learning Unit 3: Programs Based Assessment compared to Assessment for Recognition of Prior Learning

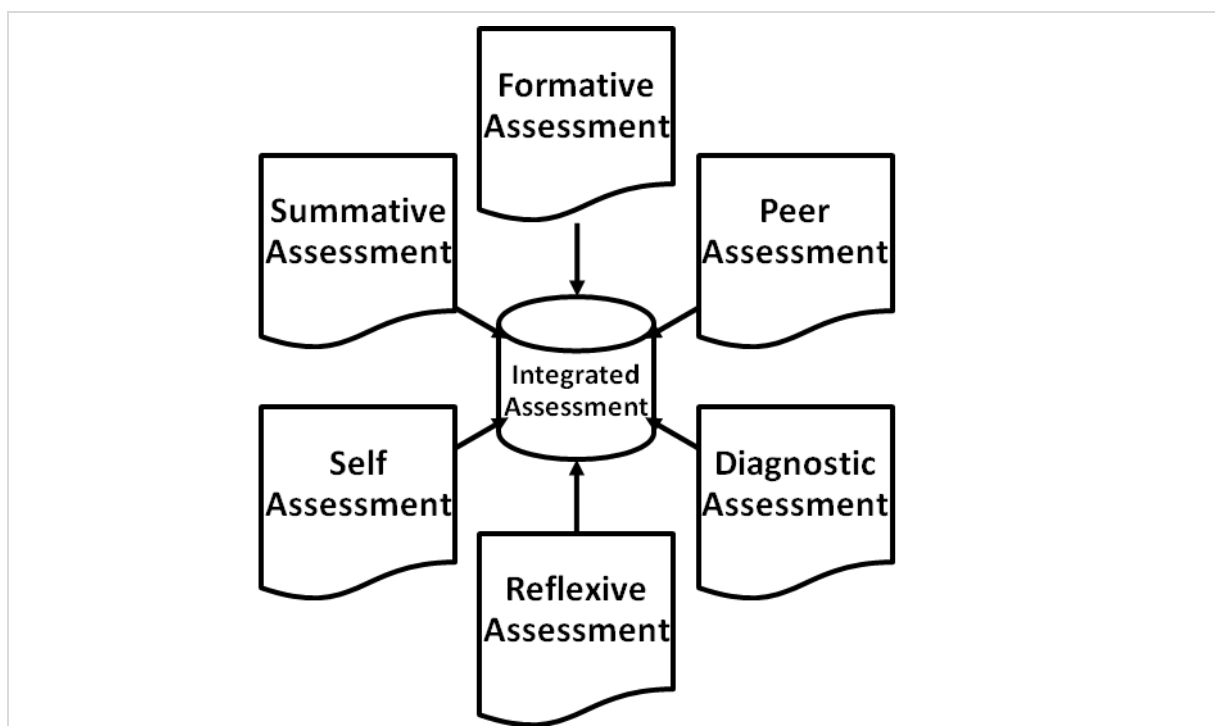
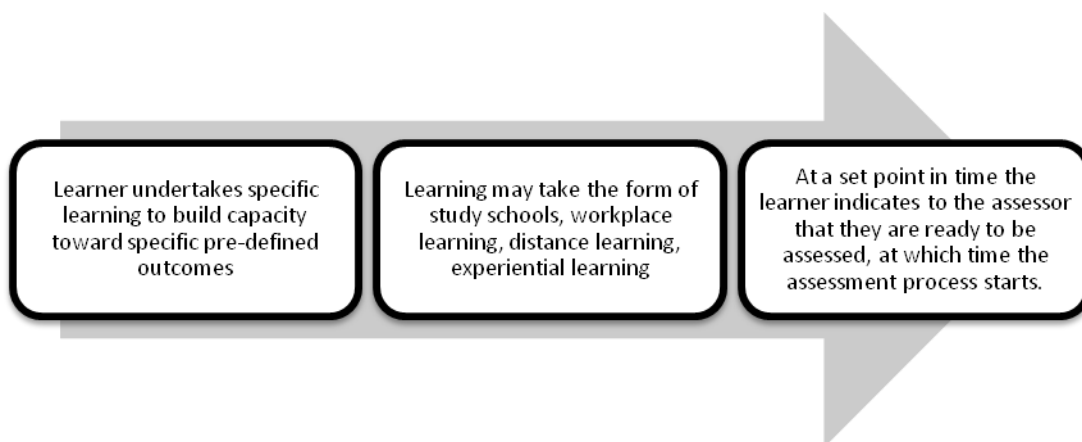
By the end of this session, a learner who is found competent will be able to:

- Demonstrate an understanding of outcomes-based assessment as related to the key-principles of assessment

Skills and knowledge targeted in this session:

- What is programs-based assessment?
- What is RPL assessment?
- When is someone competent in terms of Outcomes Based Education?
- The purpose of RPL
 - The processes of RPL
 - Benefits of RPL
 - Challenges of RPL
 - RPL evidence options
- The impact of RPL
 - The impact on learners
 - The impact on training organisations
 - The impact on the workplace

1. What is programs-based assessment?

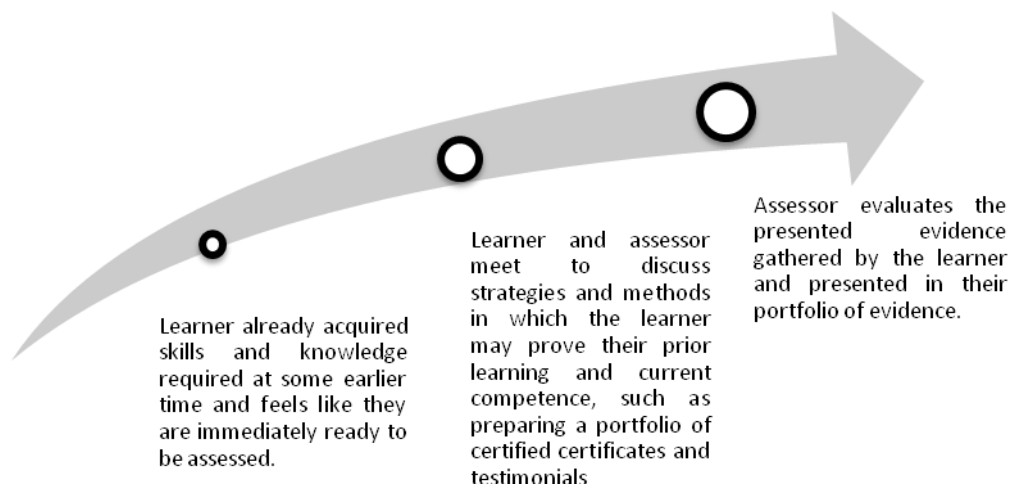


Diagnostic Assessment	An assessment done prior to commencement of the learning program to determine the learner placement level and assess learner’s prior learning status and ensure that learning assumed in place has been completed.
Formative Assessment	Activities drafted to build capacity and develop knowledge, skills and attitudes towards the outcomes stated by the program and its unit standard/s
Self-Assessment	A form of diagnostic or formative assessment performed by the

	learner to determine their own level of progress and readiness to proceed with final summative assessment
Peer Assessment	A form of diagnostic or formative assessment performed by other learners on the same learner level to help the learner to determine their own level of progress and readiness to proceed with final summative assessment. Often a valuable tool for developing reflexive competence, as different learners might hail from different contexts.
Reflexive Assessment	Forms part of the summative assessment process and designed specifically to measure “reflexive” competence i.e. whether the learner can adapt and apply their knowledge, skills and attitudes to alternative contexts.
Summative Assessment	The assessment tool applied once the learner has indicated that they are ready to “be assessed”, in order to measure the learner’s competence against all the outcomes specified by the learning program and its associated outcomes.
Integrated Assessment	Applying different assessment tools and methodologies in order to ensure that “foundational, practical and reflexive competence” is measured effectively
Continuous Assessment	Progressive assessment formats that takes place periodically throughout a learning program and that measures competence continuously over the duration of the program, rather than in one “lump sum” at the end of the learning program. One of the corner stones of Outcomes based assessment.

Choosing the correct assessment method should always be the responsibility of a trained assessor who is also a subject matter expert in the field that is going to be assessed.

2. What is RPL assessment?



3. When is someone competent in terms of Outcomes Based Education?



When they can show evidence that they have **consistently** shown Foundational Competence, Practical Competence and Reflexive competence, for every Specific Outcome, Critical Cross-field Outcome and Developmental Outcome prescribed by the Learning Program, according to a standard that is acceptable according to the quality standards and benchmarks prescribed by the employer or sectoral organisation.

The statement above is one of responsibility and very onerous!

It is important to examine some of its meaning in more detail:

According to the National Qualifications Framework (NQF) the evidence of applied competence is the learners' ability to integrate concepts, ideas and actions in authentic, real-life contexts. It is expressed as practical, foundational and reflexive competence, namely:

- Practical competence - the demonstrated ability to perform a set of tasks and actions in authentic contexts
- Foundational competence - the demonstrated understanding of what we are doing and why we are doing it
- Reflexive competence - the demonstrated ability to integrate our performances with our understanding so that we are able to adapt to

changed circumstances and explain the reason behind these adaptations (SAQA, 2001: 11).

Within the NQF model, the terms “applied competence” or “applied knowledge” encompass all types of knowledge, i.e., practical and theoretical, and the ability to reflect within a particular context. In the past theoretical knowledge in particular, was privileged. It was decided that the NQF would value all types of knowledge and, depending on the context, assign equal value to all dimensions of knowledge.

Evidence – Just as in any legal case, evidence may consist of physical proof or 3rd-party, objective witness testimony.

Consistency – This means that we have to gather the evidence over a period of time and ensure that the person who is presenting his or her evidence of competence meets at least the minimum standard set at present and will at any point in the future still be able to display the minimum or improved standards of competence.

Practical Competence	Foundational Competence	Reflexive Competence
The demonstrated ability to perform a set of tasks and actions in authentic contexts (situations)	The demonstrated understanding of what we are doing and why we are doing it	The demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations

4. The purpose and processes of RPL

Recognition of Prior Learning is a system by means of which skills, competencies and knowledge which have been gained in the workplace, in the community, in part-time jobs, during parenting or while practising hobbies, can be assessed and accredited. This can be done for promotion purposes, to allow the learner advanced standing in a formal training programme thereby saving time and money, or merely for personal satisfaction.

RPL has a twofold purpose: it is a valuable tool for Technicon’s, colleges and universities to measure academic skills and prior workplace learning, and it is very valuable tool for the individual to take stock of his/her life and plan the way forward.

The purpose of an RPL assessment is to enable assessors to form an informed opinion about:

- Whether the claims of prior learning which occurred outside the classroom put forward by the learner measure up to the requirements of the training programme/requirements of industry /requirements of the professional body
- Whether the learner has included sufficient documentation to prove his claims
- Whether the evidence put forward is authentic and borne out by the documentation included
- Whether documentation included has been verified by contactable references
- Whether the presentation of the evidence reflects a level of literacy and organisational abilities which will enable the learner to cope with the demands of education/training
- Whether the presentation of evidence reflects requirements stipulated by SAQA (South African Qualifications Authority)
- Whether the prior learning claimed by the learner meets the criteria of relevance, validity, quality, transferability authenticity and currency and is in line with internationally accepted standards

4.1. The processes of RPL

The method of RPL judgment differs depending on the type of assessment or evidence that has to be gathered. In most cases, learners are required to provide evidence according to a framework in the format of a Portfolio of Evidence, which will usually consist of the following:

- The learner's personal details
- The learner's declaration of authenticity
- The learner's proof of having specific knowledge or skill for a specific qualification – this can include certificates obtained at formal education institutions, certificates obtained for training done while in employ or at private institutions, workplace testimonials from supervisors/mentors/coaches, proof of work experience through e.g., attestations from former employers, proof of current training and education activities, etc.

RPL should not be seen as an easy way out and a "quick fix" solution to obtaining a qualification. The process is often very expensive and requires a lot of guidance from the proposed assessor. The compilation of an RPL portfolio is no easy feat!

4.2. Benefits of RPL

- RPL validates the value of learning which learners have achieved on their own;
- demonstrates to them what they still need in order to achieve their personal, career or academic goals;
- shortens the time necessary to earn a formal qualification;
- saves them money by lessening the number of courses they need to take,
- enhances their pride and self-esteem for what they have accomplished as learners and
- makes them aware that learning is a lifelong process.
- It helps eliminate the effects of poor schooling and school systems on the self-esteem of the learner and as such, is a useful tool for transition.

4.3. Challenges of RPL

The challenges facing the implementation of RPL in South Africa include:

- ensuring that equity, redress and a holistic approach are developed and practiced;
- ensuring that new forms of exclusion and discrimination of adult learners do not become the norm at education institutions;
- ensuring that education providers become more “adult learner friendly” as they deal with increasingly diverse learner populations;
- juggling institutional autonomy versus consistency within and between institutions in the relevant sector; and
- ensuring the participation and collaboration of all stakeholders in the relevant sector

4.4. RPL evidence options

- Certified copies of certificates of competence from previous education and training courses, including short learning programs and skills programs
- Licenses to practice
- Professional registration
- Products and work samples of the same nature offered by the training institution e.g. if learner normally have to submit an art portfolio at the end of learning as evidence of their competence, and the RPL learner already has the same standard of portfolio proving their competence. In these cases, it is important to ensure that authentication is established as part of your RPL assessment portfolio.
- Employment related documents such as resumes performance appraisals and letters of recommendation from industry.

- ❑ Statutory declarations outlining previous types of work and work experience
- ❑ Traceable references from current and past employers, supervisors and colleagues.
- ❑ Testimonials from other people holding relevant qualifications in the area being assessed i.e., Subject Matter Experts
- ❑ Photographs of completed work certified by a referee or accompanied by a statutory declaration.
- ❑ If self-employed in the past in the same field where the learner is being assessed, evidence of actively running such a business using the relevant skills, knowledge and attitudes related to the assessment area being claimed.

5. The impact of RPL

5.1. The impact on learners

RPL can be a powerful process to assist student career planning. It can help learners understand where their strengths, weaknesses and interests lie, particularly if the process has included direct interaction with workplace supervisors and mentors. This can help them map not only appropriate careers but also appropriate pathways for attaining their goals

RPL can have a significant impact on learner confidence and motivation. Through the RPL process, learners can come to realise how much they already know and can do, and thus may try a qualification or training program that they otherwise might not have attempted, or at least would have approached with trepidation

RPL can assist significantly the development of learner-centred training programs. It can provide information and insights regarding what learners already know and how each learner learns best, which allows trainers to tailor the teaching–learning process to match learning styles.

5.2. The impact on training organisations

Considerable concern is expressed about the significant and obvious difference in standards among training providers when the national training agenda mandates the acceptance of assessments by all other registered training providers. This is not seen to be a major concern when the learner is only seeking RPL for a small percentage of a training program because providers generally believe they can 'compensate for deficiencies before graduation'. It is, however, seen to be a major problem when the learner is seeking a significant amount of recognition towards a qualification that will carry the name of the new provider.

The 'shelf-life' of qualifications and experience used for the purpose of RPL, particularly in some industry areas, requires consideration. The interviewees expressed concern that the rate, pervasiveness and depth of change in some industry areas—for example, sound, video and information technology—are such that even quite recently acquired qualifications and experience may no longer reflect accepted industry practice or standards

5.3. The impact on the workplace

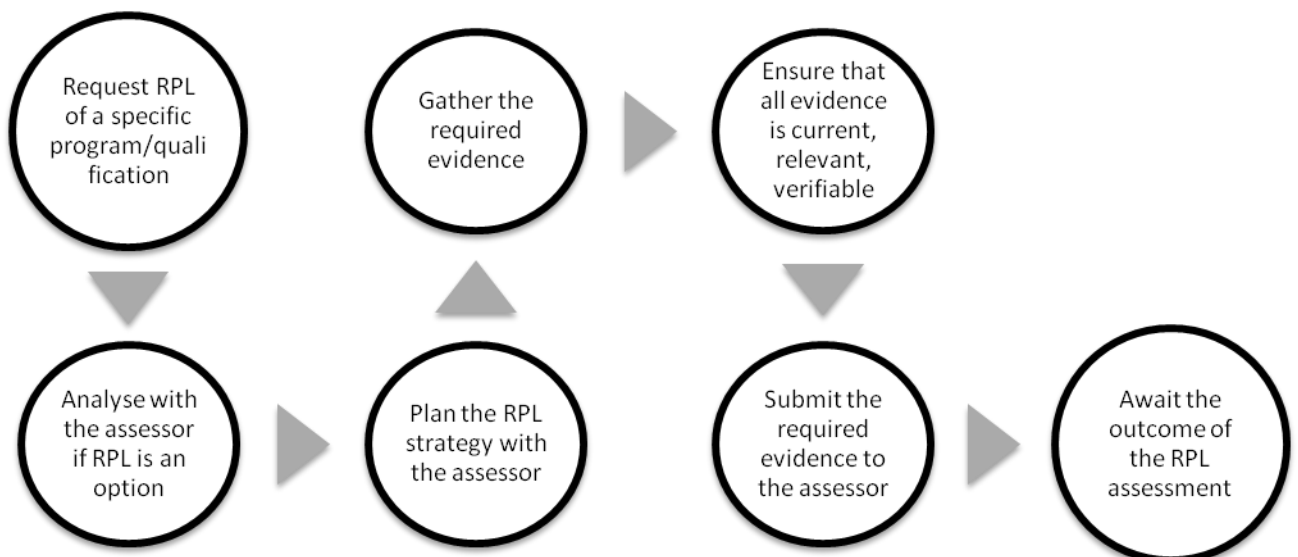
RPL can provide significant assistance to employers regarding the potential contribution of the learner to the business. It is seen as a very effective way of assisting senior staff of the business to understand the existing knowledge, skill and experience of the learner (their employee) so that, in turn, the business can make maximum productive use of the employee.

After two extensive RPL projects (one with the SERVICES SETA which totalled approximately 15 000 learners being RPL-ed for placement onto learnerships over an eighteen-month period and the other under the National Skills Fund/Domestic Worker Chamber which included over 1000 Domestic Workers), a number of valuable lessons were learnt regarding practical RPL implementation in the workplace. Key lessons included:

- ❑ RPL cannot only be offered to a select group of workers (in these two cases it was offered only to learnership learners) – all staff must be given the same opportunities. If this does not happen the non-RPL-ed staff diminish the worth of RPL and spread gossip that RPL is a second-rate road to a qualification. This leads to dissatisfaction and fall off in the RPL group.
- ❑ Learner preparation for RPL must be done, but if it is too long, corporate organisations will not sponsor it or allow learners to take time off to attend it. There needs to be a balance between RPL preparation to enable success and business needs.
- ❑ Learner preparation can be blended where learners are literate (a blended approach could include self-study, video or CD-ROM and face-to-face).
- ❑ Costs must be contained. Time away from work must be minimal.
- ❑ Supervisors must be sensitized to the RPL process before it takes place.
- ❑ Assessment cannot take place in the workplace as it is generally too disruptive and the learners report feeling feel self-conscious.

- ❑ Group assessments work better than one-on-one assessments for critical cross fields and for a range of unit standards and outcomes. Most employees work in groups and the group assessments allow for natural interaction and higher face validity.
- ❑ Assessors must be trained specifically to manage RPL assessments. Standard assessors (ASSMT 01) do not understand the unique needs of adult RPL learners who have been out of formal learning environments for a long time. Without this sensitivity the assessors expect textbook answers and academic conceptualization. RPL assessors also need to learn how to see value in learner experiences that they would not usually attribute value to. For example, assessors may not see the value in traditional homework, but it could provide a learner with sufficient evidence for competence. If they have not been sensitized to RPL processes and needs, they may reject such evidence.
- ❑ The RPL Adviser role is critical to RPL success. Learners need the assistance and advice of someone who understands the RPL process and who knows how to explain terms and processes in such a way that the RPL learner can relate to them. Adult RPL learners with low levels of formal schooling find it difficult to relate to academic concepts and the RPL Adviser plays an important role in assisting them to grasp assessment concepts.

A Flow chart of the RPL process:



Learning Unit 4: The Value of Using the Correct Assessment Instruments and Tools to Measure Competence

By the end of this session, a learner who is found competent will be able to:

- Demonstrate an understanding of outcomes-based assessment as related to the key-principles of assessment

Skills and knowledge targeted in this session:

- Accommodating special needs and barriers to learning whilst assessing
- The factors to be considered in determining which assessment strategy to adopt
 - Assessing attitudinal skills and values
 - Assessing practical and technical skills
- Options for ensuring that assessment instruments are fit for purpose
- Assessing knowledge and problem-solving ability
- Ensuring that the assessment is pitched at the correct learner level
- Choosing an assessment method that fits the purpose of the assessment
- The main considerations that the assessor has to take into account, is as follows:
 - Choosing the correct assessment instrument to use during the assessment
 - Assessment methods and instruments

1. Assessment methods and instruments

According to SAQA's guidelines for integrated assessment, we 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/outcomes [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).

1.1. 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 its associated outcomes and criteria very closely.

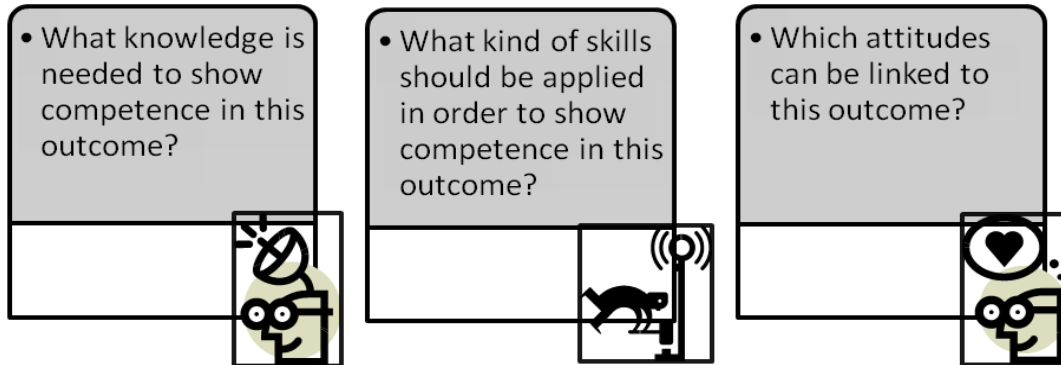
For assessment to be meaningful it should be fully integrated into teaching and learning and should guide decisions about the activities that will support and enhance learning.

“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.”

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?			<input type="checkbox"/> Skills (An Action)	<input type="checkbox"/> Knowledge (Understanding)
Assessment Criteria	What kind of Essential Embedded Knowledge is necessary to reach these criteria	What kinds of CCFO development is necessary in order to reach these criteria	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?
<i>Once you have “ideas” and “Content” written here, it should satisfy the following statements:</i>	<i>The learner has background knowledge of...</i>	<i>The learner acts according to...</i>	<i>The learner knows and understands the following related to the task...</i>	<i>The learner is able to do the following...</i>	<i>The learner shows the following qualities and attributes...</i>

Once you have a clear understanding of what is required, then you can evaluate the assessment instruments available to you, 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 your skills and knowledge in varied situations

When considering assessment methods, it is particularly useful to think first about what qualities or abilities you are 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. Choosing an assessment method that fits the purpose of the assessment

Before we 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...

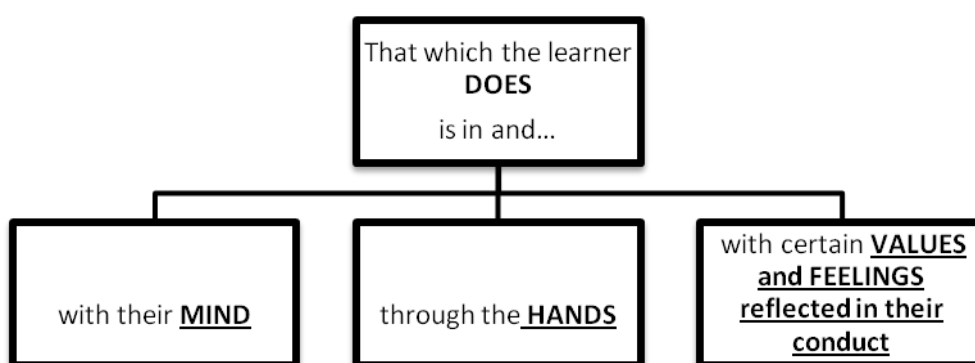
Cognitive knowledge	Affective attitude	Psychomotor skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system	5. Naturalization (automate,

Cognitive knowledge	Affective attitude	Psychomotor skills
	(adopt behaviour)	become expert)
6. Evaluate (assess, judge in relational terms)		

3. Classification of assessment evidence

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

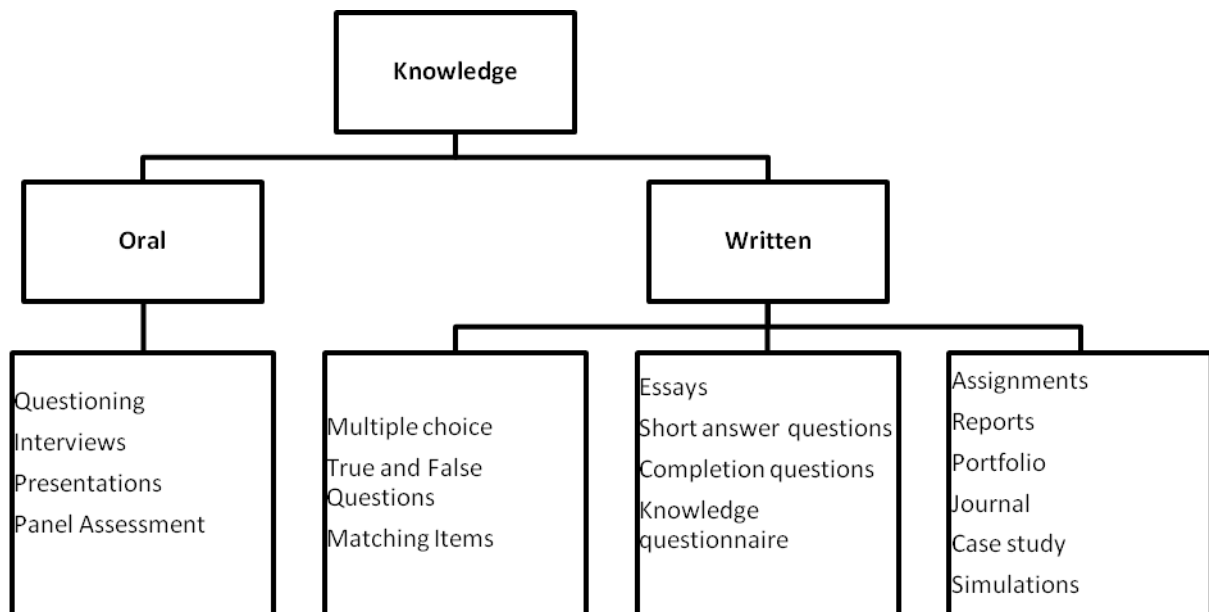
Historical	Evidence from prior learning and skills that is mostly used to establish RPL or initial learning during the diagnostic assessment such as Certified copies of certificates from other skills training courses related to the field of learning.
Direct	Evidence that was observed directly by the 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 3 rd party witness such as a performance appraisal by a 3 rd party mentor or coach.



4. Options for ensuring that assessment instruments are fit for purpose

4.1. Assessing knowledge and problem-solving ability

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



4.2. 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 work place 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

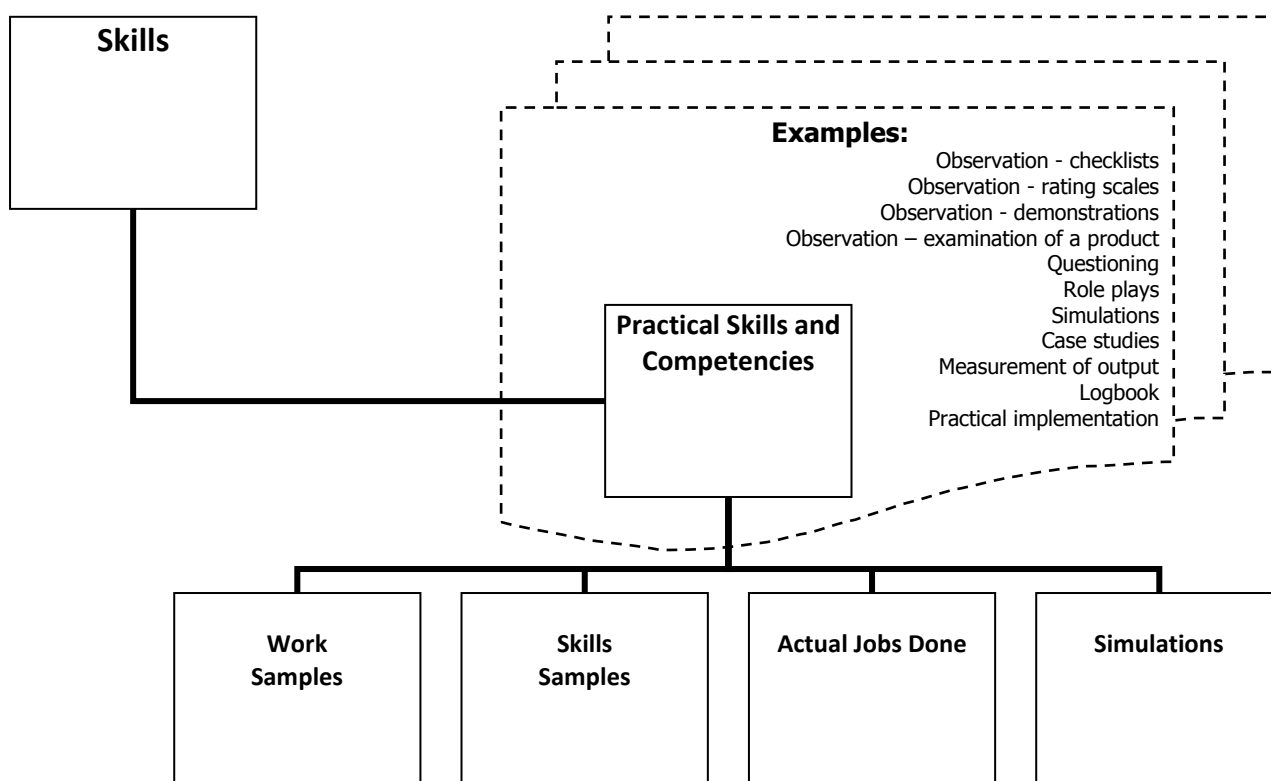
To find out whether learners can do something, we observe and judge performance in terms of:

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

<div style="border: 2px solid black; padding: 20px; width: 150px; margin: 0 auto;"> <h1 style="margin: 0;">Example</h1> </div>	<p>Process: A learner mixing a batch of spices</p> <p>Product: The quality of the completed batch</p> <p>Process & Product: Total job assessment of the mixing process and evaluation of the final product</p>
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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.



4.3. 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, we 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

5. 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 life long 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

6. 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:

	<i>Visual Impairment</i>	<i>Deafness Hard of Hearing</i>	<i>Deaf-Blindness</i>	<i>Physical Barriers</i>	<i>Learning Disability</i>
Tape-Aid	✓			✓	✓
Braille	✓		✓		
Enlarged Print	✓			✓	
Dictaphone	✓			✓	✓
Video		✓			✓
Sign Language Interpreter		✓	✓		
Computer / Typewriter	✓	✓	✓	✓	✓
Alternative Questions	✓	✓	✓	✓	✓
Additional Time	✓	✓	✓	✓	✓
Amanuensis (someone to take notes or what another one dictates)	✓	✓	✓	✓	✓
Subject Credits	✓	✓	✓	✓	✓
Oral to assessor	✓	✓	✓	✓	✓

Learning Unit 5: The Principles of Good Assessment

By the end of this session, a learner who is found competent will be able to:

- Demonstrate an understanding of outcomes-based assessment as related to the key-principles of assessment

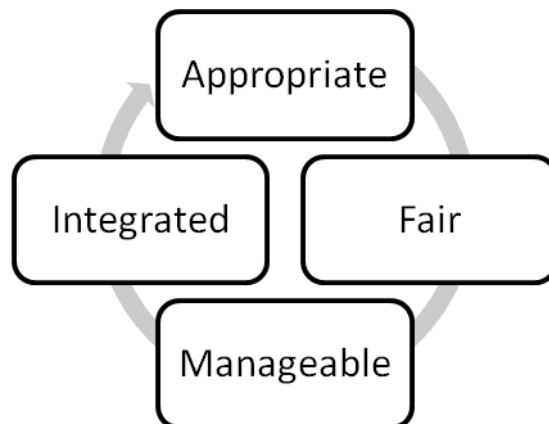
Skills and knowledge targeted in this session:

- Key-principles of assessment:
 - Appropriate
 - Fair
 - Manageable
 - Integrated into work and learning
- Gathering evidence ensures:
 - Validity
 - Authenticity
 - Currency
 - Sufficiency
- The overall assessment must be:
 - Systematic
 - Open
 - Consistent
 - Flexible
 - Fair
 - Reliable
 - Valid
- The consequences of not adhering to the key-principles of assessment
- The impact of feedback on assessment

1. Understanding the key-principles of outcomes-based assessment

When entering the world of Outcomes-based Assessment, you 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.

2. The Methods of Outcomes-based Assessment



2.1. Appropriate

<h2>Definition</h2>	<p>Appropriate</p> <p>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.</p>
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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.

<h2>Example</h2>	<p>If you wish to judge a learner’s ability to make a cup of coffee, you are not going to ask the learner to make a milkshake and you are 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!</p>
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The impact of Appropriateness on Assessment:

Ensuring that the assessment is appropriate will keep you as 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.

2.2. Fair

<div data-bbox="220 685 663 949" data-label="Text"><p>Definition</p></div>	<div data-bbox="703 712 762 741" data-label="Section-Header"><p>Fair</p></div> <div data-bbox="703 768 1401 936" data-label="Text"><p>The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.</p></div>
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Fairness is absolutely essential to assessment. This is where Outcomes-based assessment differs vastly from other methods of assessment...

You can assure fairness in your 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...

You cannot judge a learner in anything that you are not considered a Subject Matter Expert in. It would be impossible for you to, for example, judge a doctor's ability to perform open heart surgery if you are not a trained surgeon in this field yourself!

The impact of Fairness on Assessment:

Ensuring that your assessments are fair assists you 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.

2.3. Manageable

<h2>Definition</h2>	<p>Manageable</p> <p>The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.</p>
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Manageability is often one of the most difficult challenges in assessment. Some guidelines in terms of making your 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° 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

2.4. Integrated into work and learning

<div data-bbox="220 645 663 904" data-label="Text"><p>Definition</p></div>	<div data-bbox="703 645 1185 676" data-label="Section-Header"><p>Integrated into work or learning</p></div> <div data-bbox="703 698 1398 904" data-label="Text"><p>Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as naturally occurring evidence).</p></div>
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Integration will save time and money, but takes a bit of skill, thought and creativity.

<div data-bbox="194 1093 638 1352" data-label="Text"><p>Example</p></div>	<div data-bbox="695 1070 1378 1155" data-label="Text"><p>Some examples of integration in assessment include (using the coffee making example again):</p></div> <ul style="list-style-type: none">• 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
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Integration impacts assessment in the following ways:

- Saves time and money when evidence is collected as it occurs in the workplace or classroom
- Saves time and money in terms of assessment when more than one outcome is assessed simultaneously
- Avoids repetitive assessments
- Forces the assessor to make the assessment topical to the learner's life and work environment

Integrated assessment refers to:

- Assessing a number of outcomes together
- Assessing a number of assessment criteria together
- Assessing a number of unit standards together
- Using a combination of assessment methods for an outcome(s)
- Collecting naturally occurring evidence such as in the workplace
- Acquiring evidence from other sources such as supervisor reports, testimonials, etc.

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:

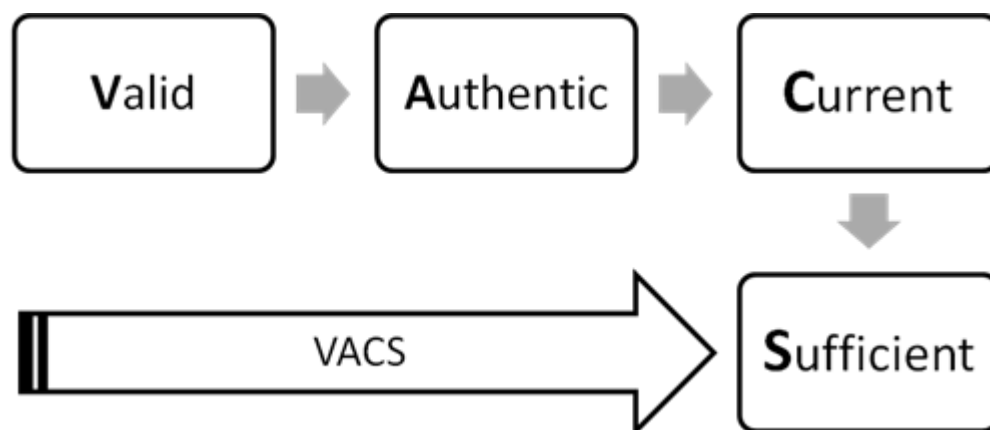
- At the level of assessing before awarding a qualification
- At the level of assessing a cluster of specific and critical outcomes or unit standards or parts of unit standards

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.

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

The Gathering of Evidence must be:



3.1. 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
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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.
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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.

3.2. Current

<div data-bbox="220 589 663 853" data-label="Text"><p>Definition</p></div>	<div data-bbox="703 618 820 651" data-label="Section-Header"><p>Current</p></div> <div data-bbox="703 674 1401 842" data-label="Text"><p>The evidence is sufficient proof that the learner is able to perform the assessment outcomes at the time the assessor declares the learner competent.</p></div>
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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.

<div data-bbox="213 1413 657 1677" data-label="Text"><p>Reminder</p></div>	<div data-bbox="692 1480 1353 1621" data-label="Text"><p>Remember to date all the evidence that you gather – these dates will confirm if the evidence is current or not.</p></div>
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3.3. Authentic

<p style="text-align: center;">Definition</p>	<p>Authentic</p> <p>The assessor is satisfied that the evidence is attributable to the person being assessed.</p>
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To prove that evidence is authentic can be quite tricky. Some methods which are employed to ensure authentic evidence is to request the learner to sign a Declaration of Authenticity as oath that the evidence submitted is the learner's own.

Where handwriting is visible, evidence can be judged as authentic by judging if the same handwriting appears on all pieces of evidence.

With experience and where multiple assessments of the same kind are conducted, you will quickly pick up if learners are repeating each other's answers or have copied from each other.

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.

<p style="text-align: center;">Reminder</p>	<p>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</p>
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<div style="border: 2px solid black; padding: 20px; width: 100px; margin: 0 auto;"> <h1 style="margin: 0;">Example</h1> </div>	<p>Examples of methods to encourage the learner to reflect their own understanding when phrasing your questions:</p> <ul style="list-style-type: none"> • “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...”
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3.4. Sufficient

<div style="border: 2px solid black; padding: 20px; width: 100px; margin: 0 auto;"> <h1 style="margin: 0;">Definition</h1> </div>	<p>Sufficient</p> <p>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".</p>
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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 you as 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.

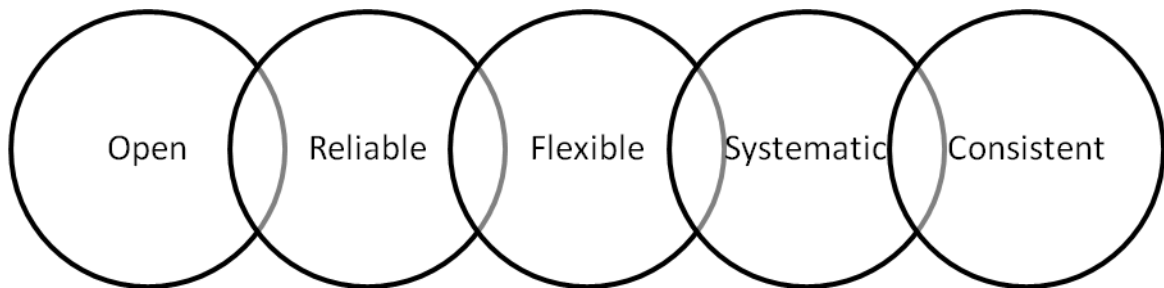
A formative activity might require the learner to role-play in the classroom situation with his/her peers how to make a cup of coffee.

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.

4. Principles of the overall assessment process



4.1. Open

Definition

Open

The process is transparent and there is no “hidden agenda” i.e. assessment learners 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 are applicable:

- 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.

4.2. Reliable

The 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 therefore cause the learner's competence to be in question.

<h1>Definition</h1>	<p>Reliable</p> <p>The same assessor would make the same judgment again in similar circumstances and judgments match judgments made on similar evidence.</p>
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Reliable 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.

4.2.1. 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.

4.3. 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.

4.4. Systematic

<p style="text-align: center;">Definition</p>	<p>Systematic</p> <p>The overall process ensures assessment is fair, effective, repeatable and manageable.</p>
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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 your assessment will help you 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.

4.5. Consistent

<p style="text-align: center;">Definition</p>	<p>Consistent</p> <p>All assessments are conducted in a similar manner, without bias and according to the same benchmarks and standards for all learners</p>
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<h1>Example</h1>	<p>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:</p>
<p>The method in which the final assessment will take place for this learning module is as follows:</p>	<p>It is very important that you ensure that you include / supply the following standard evidence as part of your proof of competence:</p> <ul style="list-style-type: none"> • 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.
<p>Additional standard evidence required</p>	

Links between the actual assessment and quality management systems

Conditions of assessment may be covered in policies and procedures about training and assessment in your 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 organization 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 you develop your assessment strategy.

4.6. 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.

Learning Unit 6 – Preparing for Assessment and Drafting an Assessment Plan

By the end of this session, a learner who is found competent will be able to:

- Prepare for assessment

Skills and knowledge targeted in this session:

- What preparation is involved in assessment?
- Introduction to the foundations and corner stones of outcomes-based assessment
- Process flow of outcomes-based assessment
 - People
 - Schedules
 - Venues
 - Assessment Instruments
 - Documentation
- Assessment and Organisational Policies
- Working with existing Assessment Guides and Assessment Instruments
- Preparing your assessment resources to meet the requirements of the assessment
- Preparing your assessment resources to ensure fairness
- Preparing your assessment resources to ensure safety
- The importance of notifying all parties involved in the assessment in good time
- Ensuring that all parties involved in assessment are ready for assessment
- Pre-assessment requirements in terms of organisational and ETQA policy
- Explaining and clarifying the goals and details of assessment to the learner
 - Specific purpose of assessment
 - Process
 - Expectations
 - Roles & Responsibilities
- Appeals procedures
- General context of assessment in terms of the principles and mechanisms of the NQF
- Seeking inputs from the learner
 - Sources of Evidence
 - Essentially all evidence can only be classified into 3 different categories:
- RPL opportunities
- Modifying the assessment approach after inputs while still ensuring validity
 - Assessment Modification
- Confirming that the learner is ready for assessment

Responses when the learner is not yet ready for assessment

1. What preparation is involved in planning for assessment?

Preparing for assessment involves:

- Planning with the learner in terms of dates, times and methods of assessment
- Planning with learners for any special needs that the learner might have
- Ensuring that the venue and resources required for assessment are available on the day of assessment
- Planning the cost of the assessment to minimise cost
- Organising role-players in the assessment accordingly

2. A reminder of the foundations and corner 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.

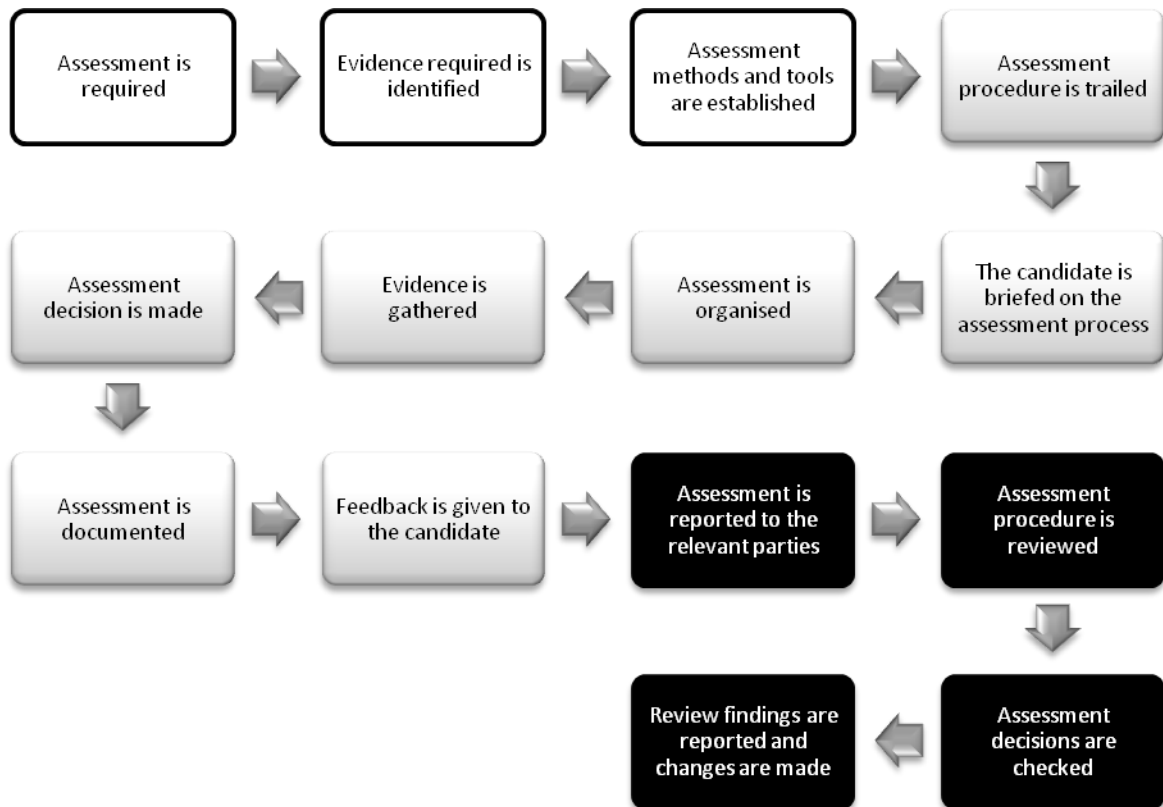
- Know exactly what is expected of the learners by way of standards which the learners have to meet.
- Have cross-field knowledge but remain subject-matter and/or occupational experts.
- Understand what forms of assessment are appropriate to their discipline/field and to the NQF level being assessed.
- 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.

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

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



3.1. 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 role 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).

3.2. 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.

3.3. 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.

3.4. 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.

3.5. 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 learner 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.

4. 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

4.1. 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.

4.2. Preparing your 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 you, 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.

4.3. Preparing your 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.

4.4. Preparing your 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.

5. The importance of notifying all parties involved in the assessment in good time about your 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.

5.1. 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.

5.2. 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.



Example

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			

5.3. 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. You can ask the learner to describe to you:

- 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?

5.4. Assigning clear roles and responsibilities

Here follows a list of all the role-players and their functions in the programme delivery and assessment:

Assessor	Anyone assessing a learner against the unit standard must be registered as an assessor with the relevant SETA/s as listed on the relevant unit standards, against this specific unit standard, with specific traceable subject matter expertise in the skills area of this unit standard.
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<p><i>Learner</i></p>	<p>Any person who has made specific application to be assessed in this unit standard by completing the Learner Expression of Interest Form and submitting all the relevant information stating that they are ready for assessment in line with the POE format that forms part of this program.</p> <p>Any learner who is enrolled in a skills program or learnership which requires competence in this unit standard.</p>
<p><i>Facilitators, Mentors & Coaches, Workplace Subject Matter Experts and or Learner Supervisors</i></p>	<p>Mentors & Coaches, Workplace Subject Matter Experts and or Learner Supervisors might be asked specifically to assist in the assessment process by completing specific testimonials, observation reports and checks or gathering naturally occurring evidence for the learner POE.</p> <p>Please note:</p> <p>It is important to note that these role-players should be involved and act only under guidance and specific instruction of the assessor and with full knowledge of the learner.</p> <p>The assessor should take care to provide these role-players with pro-forma checklists, procedures, etc. to maintain VACS principles.</p> <p>The assessor should also take care to ensure that such role-players remain objective and does not “lead” or place undue stress on the learner.</p>
<p><i>Moderators</i></p>	<p>Anyone moderating this assessment must be registered as a moderator with any relevant SETAs as requested by the Unit Standards and should apply VACS principles in their moderation.</p>

6. What to do if the learner is not happy with the assessment judgement or assessment procedures applied by the assessor

6.1. Appeals procedures

Every learner will have the right to appeal against the outcome of an assessment and it has to be discussed with the learner in advance of the assessment take place.

- Any learner has the right of appeal against any not-yet-competent decision by the assessor.
- If the learner wishes to appeal, please assist them (or allocate another ETD-practitioner) to complete the form below.
- A copy of the form is also included in the Learner Workbook.
- According to the policy and procedure any appeals against assessment has to be brought to the attention of the QA manager within 24 hours of the appeal.

7. Confirming that the learner is in fact ready for assessment

It is recommended that you request that the learner completes the following form:

- This form should be completed prior to the commencement of any program
- If a bonding agreement has been requested by the company, please ensure that a copy is attached to your portfolio.
- A copy is printed into each learner workbook. If for any reason you need additional copies, this form can be copied and pasted to MS-Word for completion.
- Ensure that these forms are completed and signed correctly

7.1 Responses when the learner is not yet ready for assessment

Establish why the learner is not ready for assessment but be firm and immediately plan with the learner for an agreed date of assessment. Ensure that the learner commits to this agreed date and understands the consequences should he/she not be ready for assessment again at this agreed time.

Learning Unit 7 – Conducting the Assessment

By the end of this session, a learner who is found competent will be able to:

- Conduct assessments

By the end of this session, a learner who is competent, will be able to achieve the following outcome:

Skills and knowledge targeted in this session:

- Making assessment judgements from different sources of evidence
- External judgements as forms of evidence
- Adapting to special learner assessment needs
- Competent vs. Not Yet Competent
- Approaches to re-assessment
- Avoiding “leading” during assessment
- Ensuring consistency in judgement of evidence
- The need to record learner evidence

1. Making assessment judgements from different evidence sources

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; you 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 you judge all learners against the exact same criteria
- You 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. 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 your 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 after wards.

3. Supporting the learner without compromising fairness

Some learners will need support on various levels and at various stages of the learning program in order to maximize 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

3.1. Impromptu Assessment Instrument Modification

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

4. Ensuring consistency in competence judgement between learners

Always mark all assessments of different learners in the exact same way and avoid bias toward certain learners. Where possible, mark against a model answer sheet or a marking matrix to ensure that you follow the same methodology for all learners.

5. The need for recording assessment evidence and keeping records

All evidence that the learner produces, must be recorded in some format or another. Where a learner is illiterate, or interviews take place or practical demonstrations take place, you might want to consider including video footage of the learner's performance as evidence...

Where any presentation or verbal interview takes place, remember to include an observation checklist against which you gather evidence for each learner.

6. Approaches to re-assessments

The organisation or service provider, for whom you are conducting assessment, must have a clear policy regarding the amounts of time a learner can be re-assessed. Most providers have a 2- or 3-times opportunity for re-assessment, after which the learner must carry the cost of assessment.

There is always a debate as to how re-assessment should take place. It is recommended that you establish what exactly the learner is not yet competent in, and only address these fields – learners get discouraged if an entire assessment has to be re-done, when only a part of the outcomes or criteria were not met.

It is also not always necessary to assess the learner during re-assessment with the exact same tool as was used before. As long as you plan with the learner and the learner is aware of, and agrees with, the method of reassessment, you can use strategies such a supplementary project to address specific outcomes not yet competent in.

Learning Unit 8 – Giving Feedback on the Assessment

By the end of this session, a learner who is found competent will be able to:

- Provide feedback on assessments

Skills and knowledge targeted in this session:

- Constructive vs. Destructive feedback to learners
- Why feedback to the learner is important
- Why feedback from the learner is important
- Typical feedback to give to learners
- Leaving room for appeal against the assessment process

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

Training and development is 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. 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.

1.1. 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. Constructive vs. Destructive feedback

2.1. 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..

3. 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.

4. 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.

5. 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.

6. GUIDELINES ON GIVING FEEDBACK

- We can only give helpful feedback to a person if they know that we accept and appreciate them as a person.
- It is important that an atmosphere of trust and mutual appreciation be established when feedback is given. This can only exist if we give genuine positive as well as negative feedback.
- Personal feedback should only be given if someone wants to know how others see them and has asked for feedback. It should be offered, not forced upon a person.
- Be honest when giving feedback, people can tell when you are lying. Be sensitive in the way you do it and make use of the method of giving feedback.
- Feedback should deal with what someone does (their behaviour) and not insult them as a person.
- It is often best if we present negative feedback as our problem, a sharing of our personal feelings when something happens. e.g., **"We ..."** and not **"You"**
- Feedback should deal with things that can be **changed**. "If you made fewer points at a time and summarised, I would find it easier to listen." **NOT**, "Your accent drives me mad" or "I do not like the shape of your ears".

Learning Unit 9 – Reviewing the Assessment

By the end of this session, a learner who is found competent will be able to:

- Review assessments**

By the end of this session, a learner who is competent, will be able to achieve the following outcome:

Skills and knowledge targeted in this session:

- Reviewing the quality of the assessment instruments
- Reviewing the assessment process

1. Reviewing the quality of the assessment instruments

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

2. Reviewing the assessment process

As assessor, you should also review the whole assessment process.

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