Conduct Outcomes-Based Assessment

Handout 3

Unit Standard 115753

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

PURPOSE OF THE UNIT STANDARD

This generic assessor unit standard is for those who assess people for their achievement of learning outcomes in terms of specified criteria using pre-designed assessment instruments. The outcomes and criteria may be defined in a range of documents including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications.

Those who achieve this unit standard will be able to conduct assessments within their fields of expertise. This unit standard will contribute towards the achievement of a variety of qualifications, particularly within the fields of Education Training and Development Practices and Human Resource Development.

People credited with this unit standard are able to carry out assessments in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability.

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

- Demonstrate understanding of outcomes-based assessment;

- Prepare for assessments;

- Conduct assessments;

- Provide feedback on assessments; and

- Review assessments.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that those starting to learn towards this unit standard have no previous assessment experience. It is assumed, though, that the learner-assessors have evaluative expertise within the area of learning in which they intend to assess (see Definition of Terms for a definition of "evaluative expertise").

UNIT STANDARD RANGE

1. This generic assessment unit standard applies to assessment in all fields of learning. However, it is expected that assessments will be contextualised to meet the requirements of different contexts.

2. Assessment of learner-assessors will only be valid for award of this unit standard if the following requirements are met:

- Assessments carried out by the learner-assessor are in relation to significant, meaningful and coherent outcome statements that include criteria for assessment purposes, and allow for judgements of competence in line with SAQA's definition of competence i.e. embrace foundational, practical and reflexive dimensions of competence. Outcomes that are highly task-orientated and do not demand much, if any, in the way of reflexive competence, will not be sufficient for measuring competence as an assessor in terms of this unit standard. It is important that learner-assessors select outcomes that enable them to meet the requirement laid out here.

- The learner-assessor demonstrates repeatability by carrying out at least two assessments :
- One of which may be a simulated assessment (in order to cover a range of typical assessment situations), and
- At least one of which must involve a real learner in a real assessment situation, preferably under the guidance of a mentor.
The assessments may involve two or more learners in relation to the same outcome.

- Learner-assessors produce evidence that they can conduct assessments in RPL situations and for learners who may have fairly recently acquired the necessary knowledge and skills through courses or learning programmes. However, learner assessors do not need to carry out both kinds of assessments in practice for the award of this unit standard. Should learner-assessors carry out an

RPL-related assessment for the purposes of this unit standard, then it is sufficient for them to show how they might have conducted the assessment differently had it been an assessment linked to recent learning, and vice versa.

3. For the purposes of assessment against this unit standard, learner-assessors should have access to Assessment Guides and will not be expected to design assessments. (See Definition of Terms for a definition of Assessment Guides). Learner assessors will be expected to interpret the standards at hand in order to ensure their assessment judgements are in accordance with the requirements of the standard. In cases where Assessment Guides are not available, providers should seek ways to make such guides available for the purposes of this assessment. Where learner-assessor also intend to design assessments, then providers are encouraged to integrate the learning and assessment of the unit standards:

- Conduct outcomes-based assessments

- Design and develop outcomes-based assessments

4. Learner-assessors should have access to organisational assessment policies, procedures and systems (including moderation). It is assumed the organisational policies and procedures are of a quality sufficient for accreditation purposes. Where such policies and procedures are not yet available, the provider may make general policies and procedures available for the purposes of this assessment.

Further range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate understanding of outcomes-based assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.

ASSESSMENT CRITERION 2

RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.

ASSESSMENT CRITERION 3

A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.

ASSESSMENT CRITERION RANGE

The description of methods should cover situations for gathering evidence of:

- Problem solving ability,

- Knowledge and understanding,
- Practical and technical skills,
- Attitudinal skills and values.

ASSESSMENT CRITERION 4

Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.

ASSESSMENT CRITERION 5

The approach to giving feedback on assessment results is described in terms of the possible impact on learners and further learning and assessment.

SPECIFIC OUTCOME 2

Prepare for assessments.

OUTCOME RANGE

Preparation for assessments relates to organising and preparing resources, people, schedules, venues, assessment instruments and documentation for a particular assessment and/or related assessments for an individual or a number of assessment learners/learners. Preparation is to be carried out in situations where the learner assessor has access to:

- Relevant organisational assessment and moderation policies and procedures, and

- Assessment guides and instruments for the assessment at hand, including the relevant outcomes and criteria.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.

ASSESSMENT CRITERION 2

Parties involved in the assessment are notified in good time. Checks are carried out to ensure parties involved in the assessment are ready and available to meet required schedules.

ASSESSMENT CRITERION RANGE

Parties include assessment learners and moderators, and may include assessment facilitators and/or assistants, teachers, trainers, invigilators and safety personnel.

ASSESSMENT CRITERION 3

All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.

ASSESSMENT CRITERION 4

Assessment details are explained to learners clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements.

ASSESSMENT CRITERION RANGE

Assessment details cover the specific purpose, process, expectations, roles, responsibilities and appeals procedures related to the assessment at hand, as well as the general context of assessment in terms of the principles and mechanisms of the NQF, as applicable to the situation and assessment context.

ASSESSMENT CRITERION 5

Inputs are sought from learners regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.

ASSESSMENT CRITERION 6

Learner readiness for assessment is confirmed. In cases where learners are not yet ready, actions taken are in line with assessment policies.

SPECIFIC OUTCOME 3

Conduct assessments.

OUTCOME RANGE

The ability to make assessment judgements using diverse sources of evidence must be demonstrated. Assessments to include cases where learners have special needs and where evidence arises through RPL situations. Should it not be feasible to gather evidence for assessments of special need learners or in RPL situations, evidence may be produced through scenarios.

Learner-assessors must show they can make judgements in situations where:

- Learners meet all criteria for a particular outcome,

- Learners clearly do not meet the criteria for a particular outcome,

- Learners meet some, but not all criteria, and

- More evidence is required in order to make a judgement of competence.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Assessment practices promote effective, manageable, fair and safe assessment. Assessment practices are in line with quality assurance requirements, recognised codes of practice and learning-site or work-site standard operating procedures where applicable.

ASSESSMENT CRITERION RANGE

Professional, industry or legislated codes of practice.

ASSESSMENT CRITERION 2

The assessment is carried out according to the assessment design and in line with the assessment plan. Adjustments are justified by the situation, and unforeseen events and special needs of learners are addressed without compromising the validity or fairness of the assessment.

ASSESSMENT CRITERION 3

Questioning techniques are appropriate and have the potential to successfully elicit appropriate responses. Communication with learners is non-leading, and is appropriate to the assessment at hand and the language ability of the learner.

ASSESSMENT CRITERION RANGE

"Leading" refers to the practice of inadvertently or deliberately influencing the evidence learners produce through the style of questioning, instructions or responses to learners.

ASSESSMENT CRITERION 4

Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.

ASSESSMENT CRITERION 5

Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.

ASSESSMENT CRITERION 6

Records of the assessment are in line with the requirements of the organisation's quality assurance system. Records meet requirements for making assessment judgements, giving meaningful feedback, supporting internal and external moderation, and addressing possible appeals.

SPECIFIC OUTCOME 4

Provide feedback on assessments.

OUTCOME RANGE

• Parties include learners, educators, trainers, managers and moderators as applicable to the situation.

• Evidence must be provided of the ability to give written and oral feedback.

• The ability to give feedback must be demonstrated in situations where:
- Learners meet all criteria in relation to an outcome,
- Learners clearly do not meet the criteria in relation to an outcome,
- Learners meet some, but not all criteria, and
- More evidence is required before a judgement is possible.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Feedback is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.

ASSESSMENT CRITERION 2

Feedback is clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the outcome/s at hand.

ASSESSMENT CRITERION 3

The type and manner of feedback is constructive, culturally sensitive and related to the relevant party's needs. Sufficient information is provided to enable the purpose of the assessment to be met, and to enable parties to make further decisions.

ASSESSMENT CRITERION RANGE

Further decisions include awarding of credit, redirecting learners to further learning or guiding learners to further application or re-assessment.

ASSESSMENT CRITERION 4

Feedback on the assessment process is obtained from the learner and opportunities are provided for clarification and explanations concerning the entire assessment.

ASSESSMENT CRITERION 5

Disputes and/or appeals that arise are dealt with according to the assessment policy.

ASSESSMENT CRITERION 6

Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.

SPECIFIC OUTCOME 5

Review assessments.

OUTCOME RANGE

The review should address at least the following aspects:

• The quality of the assessment instruments, including the outcomes against which assessment takes place and Assessment Guides used,

• The assessment process, and

• Learner readiness for assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign.

ASSESSMENT CRITERION 2

Feedback from relevant parties is analysed and used to influence future assessments positively.

ASSESSMENT CRITERION 3

Weaknesses in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with according to the organisation's assessment policy.

ASSESSMENT CRITERION 4

Weaknesses in the assessment arising from poorly defined outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

• A learner-assessor wishing to be assessed, against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.

• Anyone assessing a learner-assessor against this unit standard must meet the assessor requirements of the relevant ETQA. In particular, such assessors of learner-assessors must demonstrate that they assess in terms of the scope and context defined in all the range statements.

• Any institution offering learning towards this unit standard must be accredited as a provider with the relevant ETQA.

• External moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or Directly through assessment of the specific outcomes in terms of the assessment criteria:

• Outcomes-based education, training and development

• Principles of assessment - directly assessed through assessment criterion 'Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.', and Directly assessed via a requirement to apply the principles throughout the standard.

• Principles and practices of RPL - directly assessed through assessment criteria 'RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.', 'Inputs are sought from learners regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.' and specific outcome 'Conduct assessments.', as well as through application in the rest of the standard.

• Methods of assessment - directly assessed through assessment criterion 'A variety of assessment methods are described and compared in terms of how they could be used when conducting

assessments in different situations.', and Directly assessed through application of the methods

- Potential barriers to assessment - assessed when dealing with special needs.

- The principles and mechanisms of the NQF - this knowledge underpins the standard

- Assessment policies and ETQA requirements

- Moderation requirements

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking: preparing for contingencies, learners with special needs, problems that arise during assessment, suggesting changes to assessment.

UNIT STANDARD CCFO WORKING

Work effectively in a team using critical and creative thinking: working with learners and other relevant parties during assessment, as well as post-assessment.

UNIT STANDARD CCFO ORGANISING

Organize and manage oneself and ones activities: preparing, conducting and recording the assessment.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organize and critically evaluate information: gather, evaluate and judge evidence and the assessment process.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively: prepare learners for assessment, communicate during assessment, and provide feedback.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate the world as a set of related systems: understanding the impact of assessment on individuals and organisations.

UNIT STANDARD CCFO CONTRIBUTING

Be culturally and aesthetically sensitive across a range of social contexts: give feedback on assessments in a culturally sensitive manner.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	QUALITY ASSURING BODY

Core	[65030](#)	National Certificate: Arts and Culture Development Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	CATHSSETA
Core	[50334](#)	National Certificate: Occupationally Directed Education Training and Development Practices	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Core	[49277](#)	National Diploma: Braille Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	[49710](#)	National Diploma: Development Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	[61592](#)	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Core	[50333](#)	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	[67373](#)	National Diploma: Orientation and Mobility Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	[61570](#)	National Diploma: Power Plant Process Control Operations	Level 5	NQF Level 05	Reregistered	2015-06-30	EWSETA
Core	[63689](#)	Bachelor of Arts: Geographical Information Science	Level 6	New Level Assignment Pend.	Reregistered	2015-06-30	
Core	[50330](#)	Bachelor: Occupationally Directed Education Training and	Level 6	NQF Level 07	Reregistered	2015-06-30	As per Learning Programmes recorded

		Development Practices					against this Qual
Core	50331	National Certificate: Occupationally Directed Education, Training and Development Practices	Level 6	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Elective	78529	Further Education and Training Certificate: Chemical Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	61669	Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation	Level 4	NQF Level 04	Reregistered	2015-06-30	EWSETA
Elective	50480	Further Education and Training Certificate: Firearm Training	Level 4	NQF Level 04	Reregistered	2015-06-30	SAS SETA
Elective	66489	Further Education and Training Certificate: Foundry Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	49092	Further Education and Training Certificate: Furniture Making	Level 4	NQF Level 04	Reregistered	2015-06-30	FPMSETA
Elective	58952	Further Education and Training Certificate: Laboratory Analysis	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2008-08-05	As per Learning Programmes recorded against this Qual
Elective	64950	Further Education and Training	Level 4	NQF Level 04	Reregistered	2015-06-30	As per Learning Programmes recorded

		Certificate: Laboratory Analysis					against this Qual
Elective	49049	Further Education and Training Certificate: Lump Ore Beneficiation	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-02-18	MQA until Last Date for Achievement
Elective	48915	Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	50040	Further Education and Training Certificate: Optical Manufacturing Processes	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	58782	Further Education and Training Certificate: Plumbing	Level 4	NQF Level 04	Reregistered	2015-06-30	CETA
Elective	58779	Further Education and Training Certificate: Production Technology	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	61949	Further Education and Training Certificate: Pulp and Paper Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	FPMSETA
Elective	50560	Further Education and Training Certificate: Small Craft Construction	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2009-08-31	MERSETA until Last Date for Achievement
Elective	60189	Further Education and Training Certificate: Wastewater and Water Reticulation Services	Level 4	NQF Level 04	Reregistered	2015-06-30	EWSETA

Elective	64649	Higher Certificate: Early Childhood Development	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	58580	National Certificate: Aerodrome Control	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	TETA
Elective	58581	National Certificate: Air Traffic Support	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	TETA
Elective	63309	National Certificate: Defensive Mission Control	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	SAS SETA
Elective	22901	National Certificate: Environmental Education, Training and Development Practice	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Elective	59201	National Certificate: Generic Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	59429	National Certificate: Inclusive Education	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Elective	49743	National Certificate: Manufacturing Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	FOODBEV
Elective	58625	National Certificate: Occupational Safety	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual

Elective	80047	National Certificate: Road Safety Development	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	49852	National Diploma: Applied Military Intelligence	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	57450	National Diploma: Automotive Diagnostics and Repair	Level 5	New Level Assignment Pend.	Passed the End Date - Status was "Registered"	2009-02-18	MERSETA until Last Date for Achievement
Elective	49853	National Diploma: Defensive Mission Control	Level 5	New Level Assignment Pend.	Passed the End Date - Status was "Registered"	2008-09-17	SAS SETA until Last Date for Achievement
Elective	64650	National Diploma: Early Childhood Development	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	50500	National Diploma: Electronic Warfare	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	63589	National Diploma: Geographical Information Science	Level 5	NQF Level 05	Reregistered	2015-06-30	CETA
Elective	58784	National Diploma: Geospatial Image Analysis	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	49023	National Diploma: Liaison Interpreting	Level 5	NQF Level 05	Reregistered	2015-06-30	
Elective	49059	National Diploma: Master Craftsmanship (Electrical)	Level 5	NQF Level 05	Reregistered	2015-06-30	EWSETA