Conduct Outcomes-Based Assessment

Handout 14

Technical Language and Jargon

The Jargon of Outcomes-Based Assessment

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<tr><td>Technical language and jargon</td><td>New assessors often feel overwhelmed by all the technical terms and acronyms used under the South African National Qualification Framework and associated assessment activities.

Below follows some of the most important ones.

Please take some time to familiarise yourself with these terms and the explanations.</td></tr>
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NQF	**National Qualifications Framework** refers to the structure that organizes and classifies qualifications and competencies in South Africa.
SAQA	**South African Qualifications Authority** refers to the main body responsible for the implementation of the NQF.
SETA (sector Education and Training Authority)	is a statutory body that administrates education and training within a particular sector or industry
SGB Skills Generating Body	generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
	update and review standards;
	recommend standards and qualifications to National Standards Bodies;
	recommend criteria for the registration of assessors and moderators or moderating bodies; and
	perform such other functions as may from time-to-time be delegated by their National Standards Body.

NSB National Standards Body	A body registered in terms of the SAQA Act, responsible for establishing education and training standards and qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned
Unit Standard	Registered statement of desired education and training outcomes and its associated assessment criteria together with administrative and other information as specified in the regulations
Credits	That value assigned by the Authority to ten (10) notional hours of learning
Notional Hours	Means the learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning
RPL Recognition of Prior Learning (RPL)	The acknowledgement of the skills and knowledge a person has acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.
	Involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system.
Assessment	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered national unit standards and qualifications
Applied competence	A learner's ability to integrate concepts, ideas and actions in authentic, real-life contexts which is expressed as practical, foundational and reflexive competence
Exit level outcome	A description of demonstratable and assessable end products of a learning process

Formative Assessment	Assessment that takes place during the process of teaching and learning and which has as its purpose the progressive development of learners' abilities
Integrated Assessment	A form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods
Learning Programme	The sequential learning activities associated with curriculum implementation, leading to the achievement of a particular qualification or part qualification
Programme	A coherent set of courses, leading to a qualification
Qualification	A planned combination of learning outcomes with a defined purpose(s) that is intended to provide qualifying learners with applied competence and a basis for further learning
Site-based Assessment	An assessment undertaken in the workplace making use of naturally occurring evidence
Summative Assessment	An assessment undertaken to make a judgment about achievement. This is carried out at the end of a learning programme
Unit Standard	A coherent and meaningful outcome of learning or training that is formally recognised

Acronyms

ABET	Adult Basic Education and Training is the teaching and learning of basic literacy, numeracy and English as a second language
ACE	Advanced Certificate in Education
CHE	Council on Higher Education
CIDA	Canadian International Development Agency
DoE	Department of Education
DoL	Department of Labour
ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
GET	General Education and Training
HE	Higher Education
SETA	Sector Education and Training Authority
NAP (Draft)	A New Academic Policy for Programmes and Qualifications in Higher Education
NCS	National Curriculum Statements
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NSB	National Standards Body
SAQA	South African Qualifications Authority

Concepts

Assessment	a process in which evidence is gathered and evaluated against agreed criteria in order to make a judgement of competence for developmental and/or recognition purposes.
Assessment Activities	what a learner does or is involved in as a means of producing evidence e.g. designing things, making things, repairing things, reporting on something, answering questions, solving problems, demonstrating techniques.
Assessment Criteria	descriptions of the required type and quality of evidence against which learners are to be assessed.
Assessment Design	the analysis of defined outcomes and criteria to produce a detailed description of how an assessment should take place, including all instructions and information regarding the assessment activities and assessment methods. The product of assessment design could be termed an Assessment Guide.
Assessment Facilitator (or Evidence Facilitator)	a person who works within particular contexts, under the supervision of registered assessors, to help learners/learners gather, produce and organise evidence for assessment.
Assessment Guide	this is a complete package based on a thorough analysis of specified outcomes and criteria, assessment requirements and a particular assessment context. Assessment Guides are designed primarily for use by assessors to conduct an assessment (or possibly a series of related assessments) in terms of a significant and coherent outcome of learning e.g. a unit standard. Assessment Guides address the following key aspects in detail
	How will the assessment take place?
	What is needed to make the assessment happen?
	How will evidence be gathered, recorded and judged?

	In general, Assessment Guides include descriptions of the approach to the assessment, assessment conditions, assessment activities, instructions to assessors and learners/learners, assessment methods, assessment instruments (e.g. scenarios, role-plays, questions, tasks), resource requirements, guidance for contextualising assessments, relevant standard operating procedures, administrative procedures, moderation requirements, assessment outcomes and criteria, observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics.
Assessment Instruments	those items that an assessor uses, or a learner uses as part of the assessment e.g. scenarios with questions, case studies, description of tasks to be performed, descriptions of role play situations.
Assessment Method	for the most part, assessment methods relate to what an assessor does to gather and evaluate evidence. Assessment methods include observing learners, questioning learners, interviewing supervisors/colleagues/managers of learners, listening to learners, reviewing written material, testing products.
Assessment Plan	an assessment plan is produced at provider level and gives an overview of the timeframes and responsibilities for assessment and moderation for the agreed delivery period. The plan addresses practical implementation details, including, for example, decisions about the clustering of certain outcomes or unit standards/outcomes for integrated assessment, any planned RPL, and the relation of assessment and moderation to delivery of modules/ programmes in terms of timeframes.
Assessment Principles	see more detailed definitions in next section.
Learner	person whose performance is being assessed by an assessor. Such people include those who may already be competent, but who seek assessment for formal recognition (learners), as well as those who may have completed or are in the process of completing learning programmes (learners).

Learner Assessor	the person who is being assessed against this particular unit standard.
Evaluative Expertise	the ability to judge the quality of a performance in relation to specified criteria consistently, reliably and with insight. Evaluative expertise implies deep subject matter understanding and knowledge about the outcomes being assessed at a theoretical and practical level but does not necessarily include practical ability in the outcome.
Evidence	tangible proof produced by or about individuals, that can be perceived with the senses, bearing a direct relationship to defined outcomes and criteria, based on which judgements are made concerning the competence of individuals. Evidence includes plans, products, reports, answers to questions, testimonials, certificates, descriptions of observed performances, peer review reports.
Evidence Facilitator	see assessment facilitator
Moderation	a process that supports and evaluates the assessment environment, process and instruments with a view to confirming the reliability and authenticity of assessment results and improving the quality of assessments and assessors.
Performance	includes demonstration of skills, knowledge, understanding and attitudes, and the ability to transfer these to new situations.
Portfolio of Evidence	a carefully organised and complete collection of evidence compiled by learners/learners to prove competence in relation to defined outcomes.
RPL -	Recognition of Prior Learning means the comparison of the previous learning and experience of a learner against specified learning outcomes required for
	The award of credits for a specified unit standard or qualification,
	Access to further learning,

	Recognition in terms of meeting minimum requirements for a specific job,
	Placement at a particular level in an organisation or institution, or
	Advanced standing or status.
	This means that regardless of where, when or how a person obtained the required skills and knowledge, it could be recognised for credits. In this sense, RPL is an important principle of the NQF. RPL involves an assessment process of preparing for RPL, engaging with RPL learners, gathering evidence, evaluating and judging evidence in relation to defined criteria, giving feedback and reporting results. Given that the all learners are assessed against the same criteria, credits awarded through RPL are therefore just as valid as credits awarded through any other assessment process.
Outcomes-Based Assessment	a planned process for gathering and judging evidence of competence, in relation to pre-determined criteria within an outcomes-based paradigm, for various purposes including further development and recognition of learning achievements.
Verifier	those who operate at systems level to monitor assessment and moderation practices, trends and results.