

**CONDUCT OUTCOMES-BASED
ASSESSMENT**

US 115753

NQF LEVEL: 5

CREDITS: 15

NOTIONAL HOURS: 150

ASSESSOR GUIDE

Name	
Contact Address	
Telephone (H)	
Telephone (W)	
Facsimile	
Cellular	
E-mail	

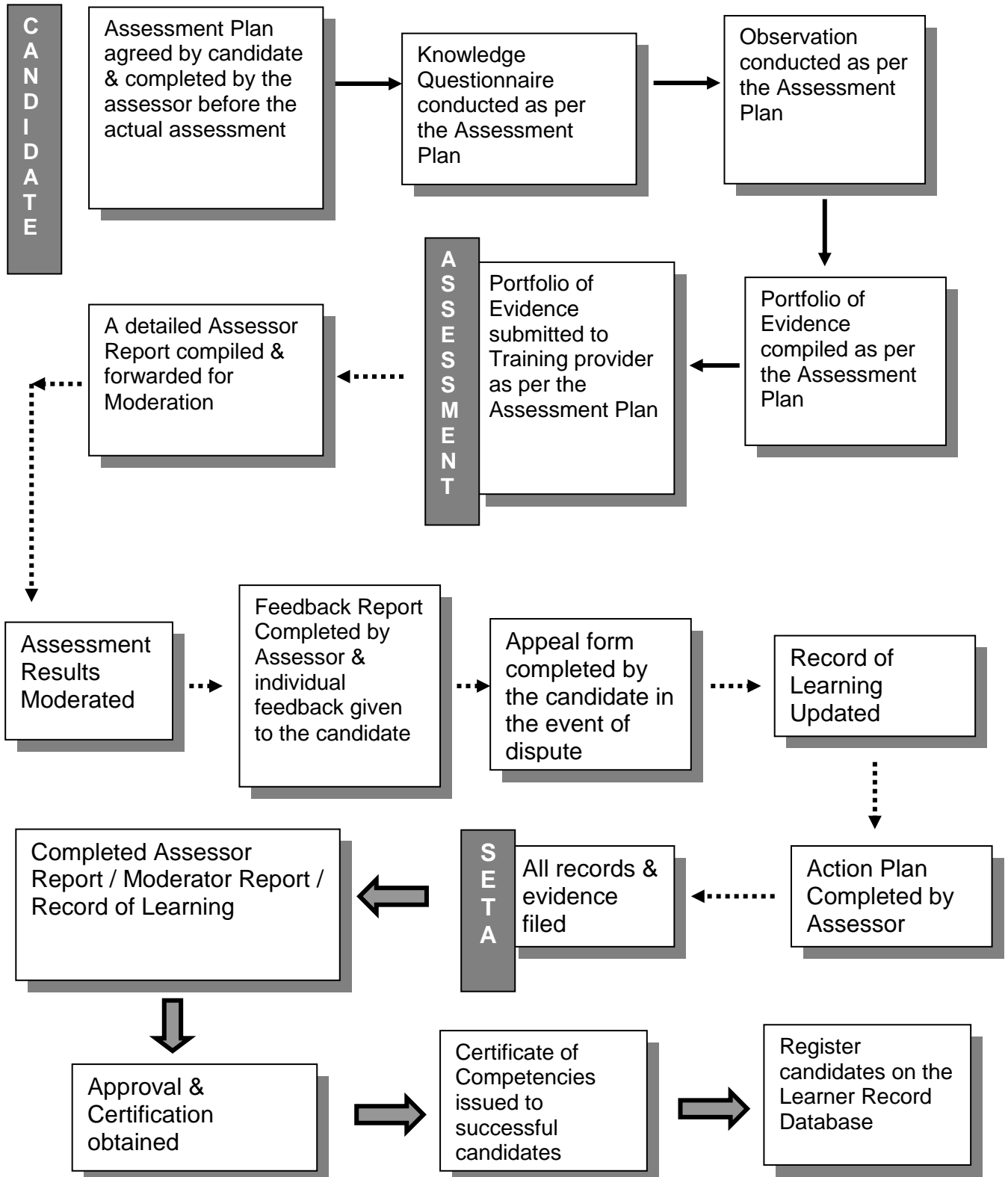
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1.1 INSTRUCTIONS TO THE ASSESSOR

- This guide includes a marking memo which is a general guide and must not be followed rigidly – use your subject matter expertise and provide feedback in your assessor reports of where any amendments or additions must be made to the memo.
- All work must be completed by the learners in blue or black pen. Do not assess the evidence if completed in pencil.
- IDENTIFY any plagiarism committed and report this on the evidence summary sheets and to the Training Provider.
- Ensure that the declaration of authenticity is signed. Do not proceed with assessment if it is not signed.
- No correction fluid i.e. tippex may be used. If the learner has used tippex, make a circle around the answer and report on this in the evidence summary sheet.
- The proficiency level required for each unit standard in the cluster is **50% per specific outcome per unit standard**. Complete the mark allocation sheet at the back of the section with these results and indicate if the learner may proceed to the exam.
- Ensure that where full marks are obtained that the mark allocation is circled.
- Where marks less than the available marks are achieved, scratch through the total marks and write the obtained mark next to this.
- Assess the learners 1st submission in **red pen** and any remediation in **purple pen**.
- If the learner has achieved any unit standards in this skills programme via another provider, please indicate this on the evidence summary sheet as “exempt” only if a certified copy of the certificate is in the POE.
- All evidence summary sheets must be filled in accurately and completely giving positive as well as constructive feedback to guide the learner where they are NYC.

1.2 ASSESSMENT PROCESS FLOW



1.3 GENERIC GUIDELINES

Assessment philosophies and approaches have changed radically from what most people have experienced in the past. Due to the pressure of changed legislation (SAQA, Employment Equity and Skills Development Acts) and the need to move towards world best practice, the assessment of learners against these standards needs to follow a new approach:

National standards, with their associated outcomes should reflect a vision of learning that is empowering, relevant, transformative - in fact that reflects all of the SAQA principles.

Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems and learn to make decisions across new and changing contexts. Consequently assessment must be used as a support to learning rather than to just indicate current or past achievement. Learners need to be self-determined, feel capable, and continually strive to acquire and use the tools they possess in order to learn. They need to be strategic learners who have a repertoire of effective strategies for their own learning. Finally, they need to be empathetic learners who view themselves and the world from perspectives other than their own.

Indicators of such learners is a knowledge and skills base that is increasingly fluent, coherent, principled, useful and goal-oriented. It is therefore critical that assessment be designed to capture such evidence. In other words assessment can be designed to display to the learner models of performance that can be realistically striven towards. Good assessment practice should also indicate to learners the assistance, experiences and forms of practice they require for full competence.

In the traditional schooling experience, student learning was most often measured only by testing specific questions which (1) are tangible and structured and can be administered within a limited time period and (2) usually tap a limited amount of cognitive knowledge and skills.

Now, with the expanded concept of learning, it is increasingly important to remember that paper-and pencil-testing is only one way to collect information about learning. The broader concept of assessment is more appropriate. Assessment includes paper and pencil-testing but should also include other procedures such as rating items on scales, observing learner performances, critiquing learner products, conducting interviews, and reviewing a learner's background or previous performance by means of portfolios.

The concept of assessment broadens the kind of information that is collected about learners and the way that this information is used in the evaluation of learner learning. Assessment needs to

tap into and build upon the strengths that learners, in all their diversity, bring to the learning situation. In other words our assessment strategies should broaden way beyond measuring mere subject-matter acquisition and retention. It should strive for measuring competence in its comprehensive form of practical (doing), foundational (knowing) and most importantly, reflexive (adapting practice to new contexts).

Assessment should offer advice that can be acted upon by both learners and facilitators and constructed accordingly. The assessments must themselves be useful in terms of learners using new knowledge and skills to improve practice.

There is a strong indication that assessment must integrate rather than separate cognitive, affective and skills factors, the most powerful way of achieving this is by referencing to national standards that reflect this integration.

We should strive for a more interactive model of assessment, one that reflects the reality that learners are affected by all forms of testing. In moving away from standardised testing, we should be moving towards standards-based assessment which supports best practice.

In the past, assessment tested a learner's ability to reproduce facts, facts which could often be learnt by rote, facts which had little or no relevance to the learner's context of learning and learning which involved very little critical analysis or critical thinking.

Even practical demonstrations were a mechanical exercise concentrating on a micro, not macro process. Assessment did not involve learners in the process and usually occurred at the end of a course / programme. Learners were ranked and stereotyped as a result of assessment.

Standards-based assessment is assessment which is designed to show what learners understand and what they can do and can apply from what they have learnt. In order to achieve this, learners must understand the purpose of assessment and the methods of assessment; they must develop reflective and self-analytical skills. Assessment must be formative (part of the learning process, not separated from it) be continuous so as to be diagnostic and/or remedial, show process analysis and product analysis and be transparent (criterion referenced) and self-referenced not norm referenced (not measured against how other learners performs).

Standards-based assessment allows the learner to demonstrate complex learning that integrates knowledge, skills and attitudes / values with understanding and the ability to apply this across new and different contexts (applied competence).

The only reason why these are often divided into separate units is because it is easier to teach them this way, not because they are acquired in this way or because they operate in this way. In the past, different institutions have emphasised different components of performance. However, an integrated approach would suggest that we should recognise all of the components across the whole system. Each component, though, will need to be assessed, and will demand potentially different strategies for assessment within an integrated assessment.

Standards-based assessment needs to measure applied competence, which is not directly observable. Consequently the most reliable assessment is by inferring it from actual performance.

Professional judgement has always been a part of assessment - no matter how scientific. Furthermore, if standards-based assessment is correctly designed, it does meet very realistic requirements of reliability and validity, challenging any of its psychometric alternatives in terms of 'objectivity'.

Add your own ideas about how you should assess learners in your organisation here:

1.4 ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Qualification		Unit Standard Codes	115753
Level	Level 5	Credits	15
Purpose of Assessment	The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace.		
Assessment Procedures	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices.</p> <p>The SETA will also conduct external moderation.</p>		
Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment
	<p>Written assessments (exercises; assignments; projects)</p> <p>Oral Observation checklist</p>	Input based assessments	Assessor
			Assessment results and feedback
			2 weeks after successful submission

1.5 CANDIDATE ASSESSMENT PREPARATION

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
Comments or questions:			

1.6 INFORMING RELEVANT PEOPLE

The most important person who needs to know all the assessment details is, of course, the candidate. It is vital that the assessor puts the candidate at ease. This involves making sure that all arrangements for the assessment have been made and are discussed with the candidate. As an assessor, part of your responsibility is to make sure that the assessment proceeds smoothly. This means informing other people about what is required. Exactly who needs to know will vary according to the particular requirements of the situation. Some people you may need to contact include:

	Name	Contact details
The learner's facilitator		
The training supervisor of the organisation		
The learner's line manager		
People responsible for managing resources needed to carry out the assessment		
Office personnel at the assessment venue		
People working in the area where the assessment will be conducted.		

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

1.7 AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:	115753		
Unit Standard Title:			
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor roles and responsibility			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	Consult candidate re assessment, assessment process and plan. Agree assessment process and plan with candidate. Forward documentation to candidate: plan, guide and assessment instruments. Assess candidate with the use of different instruments. Provide feedback on assessment findings. Support candidate through assessment process. Source feedback from candidate on assessment process. Review assessment process and outcome. Use assessment process as opportunity to transform assessment activities and outcomes.		
Candidate roles and responsibility			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	Be available for assessment. Be actively involved in the consultative process. Learn from the assessment process. Provide feedback to the assessor in terms of the assessment as learning activity.
------------------	--

	Provide feedback to the assessor on the efficacy of the assessment process. Review own role and assessor role in the assessment process.	
Assessment Instruments	Portfolio of evidence Observation checklist Questioning	
Assessment Process		
Step		Date
<p>Evaluation of POE addressing Essential Embedded Knowledge in unit standards.</p> <p>Evaluation of Research Projects and other evidence address specific unit standards.</p> <p>Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.</p> <p>Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards.</p> <p>Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.</p> <p>Feedback to candidate regarding assessment findings as well as review process.</p>		
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.	
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.	
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.	
Right to appeal	The candidate must be advised of the right to appeal.	
Accessibility and safety of environment	Step	Date
	Site inspection conducted. Pre-assessment moderation conducted.	
Resources Required	Assignments POE Assessments	
Candidate Signature	Assessor Signature	Moderator Signature
Date	Date	Date

I confirm that:

- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____

Date: _____

Overall Assessment Decision	Met requirements	Did not meet requirements	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

1.8 COMPETENCE JUDGEMENT

In general competence judgements (decisions) should be based on evidence provided by the candidate. The assessor should evaluate all evidence in terms of –

- Validity (accuracy)
- Authenticity (is it the candidate's own work?)
- Reliability (is this evidence consistent with evidence the assessor have gathered previously on the same candidate?)
- Sufficiency (is it enough on which to base a decision?)
- Currency (is the evidence up-to-date?)
- Consistency (is it evident that this (good) performance will be maintained over time?)
- Fairness (an assessment is fair if it does not disadvantage particular persons)

Criteria *	Checklist	Test
Reliable	e.g. ✓	
Direct		✓
Authentic	✓	
Sufficient	✓	
Fair	✓	
Valid		

* At least one tick should appear against each of the criteria for the grid to be accepted as evidence.

Judgement, in assessment terms can be defined as *“the process of comparing sufficient evidence of a learner’s achievements with the required performance criteria and making a decision as to whether or not the necessary competence has been achieved.”* This definition in fact, refers to two stages of the assessment process:

- Comparing the evidence against the criteria for assessment
- Making the decision as to whether or not the necessary competence has been achieved.

It is acknowledged that assessment decisions cannot be made in a vacuum and that a degree of informed subjective judgement on the assessor’s part will be necessary. Nevertheless the assessor should be clear about reasons for decisions, since these should form the basis of the feedback to the candidate, both immediate informal and summative (overall).

Note:



It is left completely to the professional judgement of the registered assessor as to how many attempts at each instrument the candidate is allowed.

For this standard, 'handling stock', overall competence should be judged based upon the following criteria:

1. Assessed as competent through
 - Formative activities
 - Summative assessment (tests or projects)

2. If more than one 'not yet competent' is assessed the candidate should be re-assessed after a period of remedial development.

1.9 EVIDENCE RECORD

Assessment is the process of collecting evidence about a person's competence and interpreting it in order to decide whether a certain standard has been reached. Evidence is a set of information or observations that provides proof of the learner's competence.

Note:



Learners need to be fully aware of the standards against which they are being measured. They must be involved in identifying and collecting evidence of their achievements.

Evidence is generally classified into three types:

- Direct evidence:** The assessor directly observes the learner's actual performance in a workplace.
- Indirect evidence:** When it is not possible or desirable for the learner to be assessed on own performance in a workplace due to cost or risk / danger.
- Supplementary evidence:** This type of evidence allows the assessor to infer the learner's competence (i.e. drawing a conclusion by judging evidence).

These three sources of evidence are complementary sources of information about the learner's competence – they are best used in a mix of all three. Used together they can give a balanced picture of the learner's performance. Using a good mix of all three sources of evidence means that the task of assessing competence can be kept manageable and cost effective.

Evidence record of overall competence of candidates assessed

Number	Candidate name	Competent	Not yet competent

.....
Assessor

.....
Date

2.0 FEEDBACK

The feedback 'sandwich' model used in coaching and training can be used effectively in giving assessment feedback on competencies achieved or not yet achieved. The style in which you give feedback will affect what the learner gains from it, if done incorrectly or unfeelingly, the learner may reject your feedback.

During both informal and summative feedback sessions the following elements are important:

- Plan the feedback session. Choose a comfortable private place where the learner will feel at ease and arrange tea/coffee if possible.
- Plan what you will say. Write notes to focus on key areas of feedback.
- Involve learners as participants in the feedback discussion. They will have a good idea of how well they performed. Do this before giving your feedback.
- Begin feedback by asking the learner how he/she thought they performed. Even if the learner did not meet the requirements, find something positive to say about his/her performance. This must be sincere and the honesty and integrity of your feedback must not be compromised.
- Begin with the good news. Stress positive achievements.
- Make your comments specific to the performance and avoid technical jargon.
- Avoid being judgmental. Focus on the learner's performance, not their personal characteristics or your opinion of them as people.

Feedback can generally be classified into three types:

1. Constructive positive feedback

This feedback focuses on achievement – the strong points of the learner.

- "Excellent!"
- "Well done!"
- "Accurate!"
- "The way you finished off those edges is really admirable – where did you learn that technique?"

2. Negative feedback

This is feedback that is a "put down". It undermines the learner's abilities, and may make him/her feel useless, angry or upset. This kind of feedback is unhelpful because it doesn't suggest how improvements can be made. In fact, this type of feedback often does not even recognise that improvement is possible.

- "Now is that the best you could do?!"

2. Constructive negative feedback

This feedback is critical of some aspects of the learner's performance, but is considerate of the learner's feelings and offers supportive strategies to improve performance. Constructive

negative feedback emphasises the positive, and always respects the learner’s dignity while communicating bad news. At the same time it offers some options for improvement.

- “Your phrasing was spot on, but perhaps you could consider increasing the pitch or even the tempo.”

In addition, to the informal feedback given to candidates after the completion of the assessment instruments. A final or summative feedback on their status as competent / not competent needs to be given to candidates. As evidence this has happened the following table needs to be completed:

Evidence of feedback		
Standard	:	
Level	:	
Assessor	:
Candidate	:
Date of final assessment	:
Evidence criteria	Achieved	Not
1. Constructive		
2. Timeous (according to Plan)		
3. Correct mode / medium		
4. Participative		
5. Developmental		
6. Accurate		
7. Specific		
8. Documented		
9. Directed to correct parties		

Signing off date:

.....

.....

Assessor

Candidate

Please note that faxed, signed documents are fully accepted as evidence provided original copies are available for verification upon request.

2.1 ASSESSMENT EVALUATION

No training and assessment system is perfect. Standards-based assessment has many advantages over other forms of assessment. It is a dynamic system which is subject to constant monitoring and review. Minor modifications may be necessary when assessment is carried out. For example, instructions which an assessor thought were very clear may not seem clear to learners, even though they understood what was being assessed and why. In this situation the remedy is simple: change the instructions to make sure that the next learner will be able to understand them.

However, more substantial changes to assessment policy and strategies may be required. Circumstances change with time, so that assessments that were valid, reliable, flexible and fair last year (or last week) may not still be so currently. Ideally an organisation should have an assessment review policy, but even in its absence, assessors should review their own assessments regularly against these criteria. After the assessment policy and strategies have been reviewed, changes should be made as soon as possible and the appropriate bodies, including the ETQA and future candidates, must be notified.

There are three major ways of evaluating assessments:

- Gathering feedback from learner
- Reflection by the assessor
- Comments from other people such as verifiers and moderators

Assessment should reflect the applied competence required in the workplace. If learners are judged to be competent in certain areas yet are unable to demonstrate competence in the workplace there is obviously something wrong with the assessment.

Records of assessment activities and results can provide valuable information. Monitoring of these activities and results means that information can be contributed to any review of the assessment system. As a registered constituent assessor you play an important role in suggesting improvements to procedures.

If an organisation commits itself fully to implementing a standards-based assessment system it will probably plan a quality process, and provide comprehensive and appropriate review processes, and documentation detailing the process. Here are some practical review pointers:

Methods

- Evaluation / review of assessment methods, instruments and national, registered standards and qualifications
- Distribution of questionnaires
- Individual and group discussion
- Structured interviews

Information to be gathered

- Number of assessments requested, number of assessments completed, number of successful achievements, and number of non-achievements
- Locations
- Standards assessed
- Appeals
- Special needs identified
- Reporting aspects – linking to systems
- Feedback from learners and assessors on the process, the tools, the difficulties experienced and suggestions for improvement
- The costs involved

If an organisation commits itself fully to implementing a standards-based assessment system it will probably plan a quality process, and provide comprehensive and appropriate evaluation / review processes, and documentation detailing the process.

The following assessment evaluation questionnaire should be completed as a suitable sample of candidates and other key stakeholders who have been involved with the assessment, and kept both as evidence and information to drive the evaluation process:

Assessment evaluation questionnaire

Name : **Date:**

Role :

Candidate
 Co-assessor
 Potential Candidate
 HR Staffer

Line Manager
 ETD Practitioners
 Shop Steward
 Moderator

Review dimension	Achieved	Not	Evidence
Were the principles / criteria for good assessment achieved?			
Did the assessment relate to the registered standard?			
Was the assessment practical?			
Was it time efficient and cost-effective?			
Was the instrument design sound?			
Was the scoring fair and understandable?			
Was venue and equipment functional?			
Were special needs identified?			
Was feedback and communication acceptable?			
Was the assessment constructive?			
Was the evaluation and appeals process apparent and user friendly?			
Is there an evaluation process visible?			

2.2 FORMATIVE ASSESSMENT MARKING MEMO

MULTIPLE CHOICE QUESTIONS

Encircle the correct answer to the following questions:

1. Assessment is:

- A) A process in which feedback is given on competence
- B) A process in which evidence is gathered and evaluated against agreed criteria**
- C) A procedure one needs to follow to understand standards

2. Content based assessment

- A) Instructional designers develop courses around the content
- B) Emphasis is placed on learning outcomes of learning
- C) Is teacher centred**

3. What is Recognition of prior learning

- A) Recognition of prior learning is giving acknowledgement to the learner's compliance
- B) Recognition of prior learning is giving feedback to learners
- C) Recognition of prior learning is giving credit to what learners already know**

4. What is an Assessment Method

- A) The assessment method refers to the how ones sets standards
- B) The assessment method refers broadly to how you assess an outcome**
- C) none of the above

5. A problem-solving exercise should have:

- A) clear guidelines and a specified length**
- B) concise guidelines
- C) specific guidelines

6. Fairness in assessment

- A) An assessment should make it difficult for the learner to obtain
- B) An assessment should not in any way hinder or advantage a learner**
- C) measuring what it says it is measuring

7. Practical Competence

- A) The demonstrated ability to perform a set of tasks in an authentic context.
- B) The demonstrated understanding of what the learner is doing and why
- C) The demonstrated ability to integrate performance with understanding,

8. Unit Standards are:

- A) Assessment tools
- B) Unit standards are the parts which qualifications are made of.
- C) none of the above

9. Formative assessment

- A) Formative assessment is assessment for making a judgement about achievement
- B) Formative assessment refers to assessment that takes place during the process of learning and teaching
- D) both of the above

10. What process is learning

- A) Learning is a passive process
- B) Learning is an active process
- C) Learning is a boring process

TOTAL MARK: _____ / 10

EXERCISE

Question 1 (SO 1, AC 1)

Explain the difference between outcomes-based assessment and another form of assessment.

(6)

	Outcomes based assessment	Content based assessment
Underlying philosophy	<p>Emphasis is placed on learning outcomes of learning: What the learner:</p> <ul style="list-style-type: none"> • knows • understands • can do 	<p>Instructional designers develop courses around the content. The outcomes of a course are written as objectives</p>
Approach to assessment	<ul style="list-style-type: none"> • Varied in terms of: <ul style="list-style-type: none"> - methods - techniques - tools • integrated into learning programmes and support learning and development 	<p>Learners do assignments and write tests and examinations in order to indicate their level of competence Assessment criteria are non-existent or vague</p>
Advantages	<ul style="list-style-type: none"> • Outcomes and assessment criteria clearly specified, enabling the learner to know the goals towards he/she is working. • Learner centered • Learner paced • Allows learners to actively participate in education, training and assessment 	<p>None as it is teacher centered.</p>
Disadvantages	<p>Can have a negative impact on learners if taught by people who are not trained on facilitation process</p>	<p>The teacher decides on the content. Learners are not actively involved</p>

Question 2 (SO 1, AC 2)

Explain the RPL in terms of its purpose, process, benefits and challenges

(10)

RPL refers to a process through which qualifications may be achieved in whole or in part through the recognition of prior learning, which concept includes learning outcomes achieved through formal, informal or non-formal learning (SAQA).

Purpose

A means to 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 standards 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

RPL process

The RPL process involves the identification, documentation, assessment and recognition of learning (knowledge, skills, competencies and values acquired formally, non-formally and informally), through the award of credit for that learning.

Advantages

Individuals use recognition of prior learning because it:

- Saves time because they do not have to repeat learning for skills or knowledge they already have.
- allows fast-tracking to recognised qualifications
- allows for employment-related gains and career development opportunities
- can have a significant impact on self-esteem and motivation
- Can satisfy industry licensing arrangements.

Challenges

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

- ensuring that equity, redress and an holistic approach are developed and practiced;
- ensuring that new forms of exclusion and discrimination of adult learners do not become the norm at our 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 nursing sector; and
- ensuring the participation and collaboration of all stakeholders in the nursing sector.

Question 3 (SO 1, AC 3)

Identify and explain any 4 assessment methods.

(10)

Assignments

A problem-solving exercise with clear guidelines and a specified length. More structured and less open-ended than projects, but they do not necessarily involve strict adherence to a prescribed procedure and they are not concerned exclusively with manual skills.

Possible uses: Problem-solving around a particular topic

Case studies

A description of an event concerning a real-life or simulated situation, usually in the form of a paragraph or text, a video, a picture or a role-play exercise. This is followed by a series of instructions to elicit responses from learners. Individuals or small groups may undertake case studies.

Projects

A project is any exercise or investigation in which the time constraints are more relaxed.

Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or not practicable to assess under actual conditions.

Peer assessment

Assessment by the learner’s peers, usually in the form of a checklist. Possible uses: Assessment of paired or group activities

Question 4 (SO 1, AC 4)

Name and explain the key principles of assessment.

(8)

1. Fairness

An assessment should not in any way hinder or advantage a learner. Unfairness in assessment would constitute:

- Inequality of opportunities, resources and appropriate teaching and learning approaches in terms of acquisition of knowledge, understanding and skills.
- Bias in respect of ethnicity, gender, age, disability, social class and race in so far as that the assessment approaches, methods, instruments and materials do not take into account these differences.
- Lack of clarity in terms of what is being assessed.

Comparison of learners' work with other learners, particularly in terms of diversity of learning styles, home language, values, gender, race, life experiences,

2. Validity

Validity in assessment refers to measuring what it says it is measuring, be it knowledge, understanding, subject content, skills, information, behaviours, etc.

Validity in assessment would constitute:

- Assessment procedures, methods, instruments and materials have to match what is being assessed.

3. Reliability

Reliability in assessment is about consistency. Consistency refers to the same judgements being made in the same, or similar contexts each time a particular assessment for specified stated intentions is administered.

Assessment results should not be perceived to have been influenced by variables such as: Assessor bias in terms of the learner's gender, ethnic origin, sexual orientation, religion, like/dislike, appearance and such like

- Different assessors interpreting unit standards or qualifications inconsistently
- Different assessors applying different standards.
- Assessor stress and fatigue.

- Insufficient evidence gathered

4. Practicability

Practicability refers to ensuring that assessments take into account the available financial resources, facilities, equipment and time. Assessments that require elaborate arrangements for equipment and facilities, as well as being costly, will make the assessment system fail.

Question 5 (SO 1, AC 5)

Describe the approach of giving feedback on assessment results to candidates.

(5)

- 1. First, give them the good news.** They need to know this so that they'll keep on doing it right or well, and also because it will make them feel appropriately good about themselves and their work, which in itself aids learning as well as feeling good. Good news must be;
 - Clear
 - Specific
 - Personal
 - Honest
- 2. Next, give them bad news - constructively!- and tell them why it is bad and what to do about it** They also need to know what they've done *wrong*, or *poorly*, or performed in some other way which is *inappropriate* within the subject. And, immediately and always, they need to know in what respects it was wrong or poor or inappropriate, and they need suggestions on ways in which it could have been correct or better. Bad news must be;
 - Clear
 - Specific
 - Personal
 - Honest
- 3. Finally, end of a high note of encouragement.**

Round off your feedback with a high note and encouragement. "You really seem to be getting to grips with this", "Your analytic skills are improving steadily", "You're making good use of evidence".

Question 6 (SO 2, AC 1; AC 2)

Identify the communication methods that an assessor can use to notify learners, facilitators, and training provider about the dates and venue for assessments. (3)

Notification of parties can be done via;

- Meeting
- Phone
- Fax
- Email

The mode of communication being used will determine the time period required before the day of assessment. For example, if the assessment is being held tomorrow you can not notify the assessor by normal post. Normally a time period of 1 week to a month can be considered appropriate.

Question 7 (SO 2, AC 3; AC 4)

- I. identify the 3 pre-assessment moderation requirements (2)
- II. Describe the process of explaining assessment details to candidates (5)

I. Requirements

- date,
- venue,
- method of assessment and the
- unit standard to be assessed

- II. The Assessor holds the meeting with the learner to discuss the process of Assessment and always referring to the unit standard. Assessor explains to the learner what is required of him or her to demonstrate his or her Competency when assessment is to take place.

NOTE WELL: this is the point of departure for this process.

- Does the learner understand what the unit standard requires him/her to demonstrate?
- Does the learner understand what is required from him or her during assessment?
- Are there anything the learner would like to discuss with regards to the understanding of what is required of him/her during assessment

- The learner is to specify to the assessor if there is any barriers that they can foresee during the assessment.

What form of Evidence is the learner required to collect?

- Direct Evidence, supplemented with Indirect and Historical
- Does the evidence conform to the VACSS rules?
- This is the most important question the learner should ask when evaluating the Evidence s/he will be gathering.

Question 8 (SO 3, AC 1)

Identify good practices when dealing with formative and summative assessment

(6)

Formative assessment:

- Assessment must be clearly linked to critical and specific outcomes.
- Assessment must be designed to reflect the importance of critical outcomes and of demonstrating applied competence.
- Learners are clearly informed about how, when, where and by whom they will be assessed in an assessment plan explained to, and signed by each candidate at the beginning of the programme.
- Assessment should not be an 'add-on' to teaching and learning, but should be integrated into learning activities and used to identify learning needs and give feedback and support to learners.
- A variety of assessment methods and techniques should be used.
- Assessment should be contextualised where possible.
- Learners should take an active role in assessment, helping formulate task-specific criteria and engaging in self and peer assessment.
- Assessment should be sensitive to gender, race, language and cultural issues.
- Provision should be made for learners with special needs.
- Moderation procedures must form part of an assessment system in order to assure quality.

Summative

- Summative assessment must be conducted by a registered assessor to confirm that learners or RPL candidates have met all the requirements to be awarded a unit standard, skills programme or qualification.
- Summative assessment can be made up partly or entirely of evidence collected through formative assessment or through activities that are part of current or previous work or other life experience.
- The collection of evidence is assessed against a standard or qualification in order to award credits or a qualification
- Summative assessment can also refer to a type of assessment during a course, such as an end of module test or task, to signify the completion of a particular portion of a learning programme
- Summative assessment should be planned to allow the use of a range of assessment methods (e.g. observation, product evaluation, written and oral questioning) and for a range of assessment instruments (e.g. practical, role play, written assignments, tests, examinations, projects, case studies, simulations).

Question 9 (SO 3, AC 3)

Describe 3 different questioning techniques that can be used in eliciting appropriate responses from candidates during assessments.

(6)

1. Alternative response questions

True/False; Yes/No questions

Possible uses: Recall of information

Ability to discriminate

2. Assertion/reason questions

Consists of an assertion and supporting explanation. The learner has to decide whether the assertion and explanation are true, and if true, whether the explanation is a valid reason for the assertion. Sometimes the learner is asked to select his/her answer from a list of possibilities, e.g. True; True + Valid; True + Invalid.

Possible uses: Ability to weigh up options and to discriminate

3. Aural/oral tests

These are mainly used to generate evidence on learners' ability to listen, interpret, communicate ideas and sustain a conversation in the language of assessment.

Possible uses: Interpretation of ideas.

Expression of ideas

4. Completion questions/short answer questions

Learners are presented with a question with a pre-determined answer consisting of a few words, or may be given a statement where key words are omitted. They are then required to complete the statement by filling in the word(s). Such questions may also involve the use of numbers, diagrams and graphs.

Possible uses: Recall of factual information

Test understanding and application of knowledge, e.g. in mathematical Concepts

5. Examinations/tests

These usually consist of a range of questions. Learners are required to respond to questions within a specified time.

Possible uses: Recall of information

Cognitive skills such as problem solving or analyses

Question 10 (SO 4, AC 1)

Identify the reason why feedback must be given to learners promptly and confidentially.

(2)

This is done to;

- Abide by the code of conduct of assessors
- To maintain professionalism.
- To safeguard the learner from others.
- To ensure that candidates receive their results in reasonable time period (rather than waiting for long time periods)

Question 11 (SO 4, AC 2)

Outline the process of giving feedback to candidates.

(4)

It is advisable that the assessor start with good statement put any negative issues in the middle of the conversation and ends up with positive statement. This advice must be used when giving feedback to learners who were declared competent and to those declared not yet competent. The learner needs to indicate by signing the feedback document, that she/he has received the feedback. Should there be any disputes; the learner is then advised to follow the appeal procedure in line with the organizational appeal policy.

Question 12 (SO 4, AC 3)

Explain how an assessor can give constructive feedback on assessments.

(5)

- Do not present opinions of judgements to the learner as facts.
- Remember to reinforce good performance through praise.
- Keep your feedback to observable performance.
- Evaluate performance based on the criteria previously agreed on for the task.
- Invite the learners to suggest practical ways in which they feel they may improve their performance.

To ensure that the feedback is constructive and sensitive the assessor in the whole assessment process must not;

- Assess without initially preparing for the assessment.
- Assess without any assessment tools.
- Assess using inappropriate assessment tools.
- Make a competent judgment when the learner has not submitted sufficient evidence.
- Make judgment without any record of candidate achievement.
- Give feedback to the learner without the moderator's report.
- Be bribed by the learner or organization.

Question 13 (SO 4, AC 4)

Identify documentation that can be used when receiving and recording feedback from learners.

(5)

- Assessment decision form
- Assessment evaluation form

Question 14 (SO 4, AC 5)

Outline a basic appeals procedure that can be used in assessments.

(4)

Stage 1:

- Approach the assessor to state your case for re-assessment within 14 working days of being informed of the assessment decision. Complete and submit the appeals form within the 14 days.
- The service provider respond to all appeals and disputes received within 14 working days.
- The assessor will consider the application and respond with either:
- A clear explanation stating why the assessment decision is upheld combined with a re-evaluation of the evidence.
- An amendment of the learner's Assessment Record, should this be appropriate.

Stage 2:

- Should the decision made by the assessor be unsatisfactory, the appeal will be forwarded to the moderator for mediation and possible re-assessment.

Stage 3:

- Management (service provider) would be approached as the next step, should the decision not be accepted. A panel will be selected to administer the appeal.
- The learner is invited to attend the proceedings held by the panel.

Stage 4:

Once all internal appeals and dispute systems have been exhausted, appeals and disputes can be referred to the relevant ETQA for investigation

Question 15 (SO 5, AC 1)

Identify instruments that an assessor needs when reviewing the assessment design.

(3)

The process of assessment redesign takes into account;

- Good and bad practises in Assessment design and process
- Recommendations for improvements
- Feedback given by the parties who were involved in the process. For example, the assessor should read the comments made by the learners and other parties about the whole process when they do evaluation that could assist him/her to identify the weakness and strengths.

- Credibility of assessment
- Quality of the unit standard

The following are the instruments that are needed;

- Unit standard
- Assessment guide
- Learner workbook (summative and formative assessment)

Question 16 (SO 5, AC 2)

Identify the parties that must provide input in order to positively influence future assessments.

(4)

1. The candidate

The candidate is given the evaluation form where s/he is given an opportunity to evaluate the assessor. This assist the assessor to pick up comments from the candidate learner with the aim of improving her/his assessment skill in the future.

2. Assessment team

These can include the facilitator (training personnel), the moderator and the verifier if any. The assessor needs to have the meeting with this team and cite both the strengths and the weaknesses of the assessment. This is also the time when the assessor shares any challenges she/he had during the assessment process and how she/he handled those challenges. The team is also expected to give formal inputs which are recorded and utilized in conducting the future assessment.

Question 17 (SO 2, AC 3; AC 4)

What steps can one take to identify weaknesses in assessment design

(10)

Steps to take when assessment design and process have compromised fairness of assessment:

- Define the problem
- Develop goals based on problem identification
- Describe how your problem and goal are aligned with mission and goals.
- Identify stakeholders
- Identify/develop theoretical/conceptual framework for foundation for reaching goal
- Identify/develop measurable summative outcomes that would exist if goal was reached
- Identify and develop outputs
- Identify and measure inputs.

- Develop strategies anchored in theoretical/conceptual framework to reach goal
- Develop action steps anchored in theoretical/conceptual framework to implement the strategies
- Develop, measure, and evaluate formative assessment for strategies and outcomes
- Measure outputs.
- Measure summative outcomes
- Evaluate outcome data
- Report/present summative and formative evaluation
- Review/reallocate/advocate for more resources.
- Retool program based on formative and summative evaluation

SECTION B: PRACTICAL APPLICATION

Scenario 1 (SO 1, AC 2)- GROUP WORK

As the assessor, carefully look at the following scenario and answer the question that follows.

Scenario

Refilwe is 29 years old and has been working in her father's carpentry shop since leaving school. She has never had any formal training in carpentry, but she practically run her father's carpentry shop during recent years. She learned everything about carpentry from her father and from on-the-job experience.

The carpentry shop is very popular with locals and appears in a number of good furniture guides. Unfortunately, Refilwe's father is getting old and is no longer interested in running the shop.

Refilwe herself has enjoyed working in the shop but soon will be getting married and leaving her family home. Recently she has been applying for jobs in carpentry closer to where she intends to live.

However, Refilwe has found that despite her experience, most modern carpentry shops require a carpentry qualification before hiring anyone. Obviously, Refilwe does not want, nor does she have the time, to go to college to relearn what she already knows. She has heard about assessments and the national qualifications framework and thinks that this may be what she needs. The assessment process would enable Refilwe to acquire a carpentry qualification and therefore allow her career to progress much more quickly.

Considering recognition of prior learning,

- I. Determine what evidence Refilwe needs to have in order to gain recognition for what she already knows. (10)
- II. What can she do to shorten the time required for her to gain recognition / qualification? (2)
- III. Explain the RPL process to Refilwe. (5)

- RPL cover sheet, giving name and biographical information
- Certified copy of ID or passport
- Certified copy of highest school and further/ higher education qualifications obtained (if applicable)
- CV (filled in according to a template)
- Documentary evidence of any of the following claimed:
 - on the job training
 - short courses
 - skills programmes
 - certificates
 - Extensive work experience, with an explanation of how the skills and knowledge was acquired.
- Completed Unit Standard template, according to the credits that have been requested.
- This mapping is based on the current admission criteria and programme content of the course for which the candidate is requesting credit.
- If possible, any examples of relevant products developed by the candidate (e.g. report, budget, project plan, evaluated work etc).

RPL process

- To-up training
- Challenge task
- On the job observation
- Portfolio of evidence

Scenario 2 (SO 3, AC 3; AC 4; AC 5, AC 6)

Study the Unit Standard below and answer questions that follow;

Demonstrate an understanding of an entrepreneurial profile

SAQA US ID	UNIT STANDARD TITLE			
263356	Demonstrate an understanding of an entrepreneurial profile			
ORIGINATOR		ORIGINATING PROVIDER		
Task Team - New Venture Creation				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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
114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard is for learners who are required to identify and develop within themselves, the personal characteristics of an entrepreneur that ensure the successful operation of a new venture. The unit standard also introduces the learner to the economic, administrative and behavioural (psycho-social) barriers that contribute to the success in starting and sustaining an enterprise. The learner will develop strategies to work effectively in a group and set personal goals in an entrepreneurial context.

Learners credited with this unit standard will be able to:

- Describe entrepreneurship.
- Describe the characteristics of a successful entrepreneur.
- Develop individual entrepreneurial characteristics.

- Explain methods to enhance an entrepreneurial profile.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 3.

UNIT STANDARD RANGE

- The individual`s context may include family, community, spaza, organisation or business.
- Entrepreneurial characteristics include, but are not limited to commitment, energy, need to achieve, tolerance for stress, decisiveness, and ability to deal with failure, ability to identify opportunities, to make informed decisions, ability to manage risk and time management.
- The role of entrepreneurship in social development: Job creation, empowerment, local wealth creation, urbanisation and negation of migrant labour.
- Address shortcomings: Skills training, assertiveness training or equivalent programmes.
- Aptitude and personality tests. Psycho-social barriers contributing to failure.
- Group work and group dynamics.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Describe entrepreneurship.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Entrepreneurship is discussed in terms of employment opportunities.

ASSESSMENT CRITERION 2

Entrepreneurial opportunities are identified and described within a specific economic area related to the interest of the learner.

ASSESSMENT CRITERION 3

An explanation is given of the advantages and disadvantages of entrepreneurship.

ASSESSMENT CRITERION 4

Reasons for business failure are identified and discussed with examples.

ASSESSMENT CRITERION 5

An explanation is given of the role of entrepreneurship in social development.

SPECIFIC OUTCOME 2

Describe the characteristics of a successful entrepreneur.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Examples of successful entrepreneurs are discussed in terms of their characteristics.

ASSESSMENT CRITERION 2

Skills, aptitudes, personality and values of entrepreneurial behaviour are clearly differentiated with examples.

ASSESSMENT CRITERION 3

The importance of each characteristic is analysed in the context of a specific new venture.

ASSESSMENT CRITERION 4

The technical, business, managerial and personal strategies required for establishing a successful venture are explained with examples.

SPECIFIC OUTCOME 3

Develop individual entrepreneurial characteristics.

OUTCOME RANGE

Develop refers to identifying, assessing and improving individual entrepreneurial characteristics.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

A base-line knowledge of self in respect of personality, interests and aptitude is established by the learner.

ASSESSMENT CRITERION 2

The characteristics of a successful entrepreneur are identified and listed in the individual's own context.

ASSESSMENT CRITERION 3

Own strengths and weaknesses as an entrepreneur are determined with examples.

ASSESSMENT CRITERION 4

Strategies to address shortcomings are developed and implemented where possible.

ASSESSMENT CRITERION 5

Enabling programmes for the new entrepreneur are identified and explained in terms of their benefits and limitations.

ASSESSMENT CRITERION 6

Short term goals are articulated and discussed for self in entrepreneurial context medium and long term goals are planned and determined in the context of sustainability.

SPECIFIC OUTCOME 4

Explain methods to enhance an entrepreneurial profile.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Methods of mind programming are explained within the context of career paradigm shift.

ASSESSMENT CRITERION RANGE

Methods include visualisation and affirmation.

ASSESSMENT CRITERION 2

An understanding of mental laws are explained using applicable theories.

ASSESSMENT CRITERION 3

Techniques and principles to implement a paradigm shift from employment paradigm to entrepreneurial paradigm are described in the context of development of business opportunities.

ASSESSMENT CRITERION 4

Personal strategic plan is designed and developed in order to select a feasible and viable new venture.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- Definitions of skills, aptitudes, personality and values.
- Reasons for business failure as a result of personal profile/attitude.
- Group dynamics and effective team strategies.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO COLLECTING

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- Entrepreneurship.
- The characteristics of a successful entrepreneur.
- Individual entrepreneurial characteristics.
- Methods to enhance an entrepreneurial profile.

I. Using the above unit standard, develop an assessment instrument for the following outcomes;

- Specific (SO) 1, Assessment criteria (AC) 1, 2, 3, 4
- SO 2, AC 1 (10)

NOTE:

- Make use of the blooms taxonomy provided.
- Attach a copy of the assessment instrument in your POE

II. Develop a marking memo for the assessment instrument that you developed in (i).
Include the marking memo or rubric in you POE. (10)

III. Give two colleagues in your class to build POE's against this assessment instrument.
Collect the POE's and assess the answers provided. Attach the assessed POE's as evidence. (10)

IV. Record the results of the learner in the assessment decision and evaluation report. (5)

Bloom's Level	Descriptive Verb	Key Words (descriptive tasks)
Knowledge	Remembering	define, duplicate, list, memorize, recall, repeat, reproduce state
Comprehension	Understanding	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Application	Applying	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analysis	Analyzing	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluation	Evaluating	appraise, argue, defend, judge, select, support, value, evaluate
Synthesis	Creating	assemble, construct, create, design, develop, formulate, write

Answer

- I. Assessor discretion. The assessment instrument must have questions that have the potential to successfully elicit appropriate responses. In addition, principles of assessment must be adhered to. Below is an example of the assessment instrument.

SUMMATIVE ASSESSMENT

1 (SO 2, AC 1, AC 3, AC 4)

Identify one successful entrepreneur either in your own community or someone that is often in the news.

- I. Write a brief description (profile) about this person.
(10)
- II. Identify the characteristics that he/she exhibits as a successful entrepreneur. Justify each characteristic.
(6)
- III. In a table format give examples of how this individual meets the technical, business and management requirements of a successful entrepreneur.
(10)

FORMATIVE ASSESSMENT

Entrepreneur gets Township Communities Surfing the World Wide Web

When Luvuyo Rani opened an internet café in Khayelitsha, many people told him he was mad. Two years later, with customers queuing up to make use of these precious resources, he has proved his critics wrong. In fact, his internet café in the new Khayelitsha Mall cannot keep up with customer demand and Rani is looking to expand his business both locally and around the country.



“There is such a high demand for the services we offer here – printing, emailing, internet access and other services to small businesses – that we are struggling to keep up,” explains Rani.

“Currently we only have 15 PCs available, so during the morning and afternoon rush you see people queuing up for a free computer. There is a real need to expand this business further and that is my vision,” he adds.

An inspiration to the community, Luvuyo Rani's story is the ultimate rags-to-riches entrepreneurial tale. In addition, his business is improving the lives of many people in Khayelitsha who, without him, would be left to watch the digital age pass them by.

"By opening up communities to the world of computers and the internet we are offering people the power of education and information, which is priceless," says Rani, who believes that the social element of his business is just as important as his own entrepreneurial success.

Born and bred in the Eastern Cape, Rani came to Cape Town in 1996 to study and pursue a career in teaching. The entrepreneurial seed was always present, however, as Rani had looked up to his self-employed mother from a young age.

"My mom ran a successful shebeen from home when I was growing up and her flair for business was a big influence on me," says Rani. After graduating from the Cape Peninsula University of Technology with a National Diploma in Commercial Education, and a BTech in Commercial Education, Rani started teaching accounting and entrepreneurship at a Khayelitsha high school while continuing to study a BTech in Business Administration.

After three years he decided to take the risk and resigned to start his business – Silulo Ulutho Technologies – with his brother Lonwabo in 2004. They started out by selling refurbished computers and soon expanded to include basic IT training and writing business plans and profiles for local businesses.

"From my experience I knew that many teachers in the area would buy computers, only for them to become ornaments on their desks. There is a massive IT skills gap in township communities, which needs to be addressed if we want to reduce unemployment in this country. Last year we expanded the business and started a school that provides computer training to the public – 12 hours a day, seven days a week – to help bridge this gap a little bit," explains Rani.

In the school's first year 100 students completed the six-month course and last year 140 people enrolled. Rani and his partners are struggling to keep up with demand with only 15 computers available for teaching purposes – hence the long hours. But Rani can be proud that most of the 100 people from last year are now working.

"I am really happy that this business is having an impact. We follow up with past students and find that most of them are now working and putting their new skills to good use," he says.

In 2006 Rani was looking to improve his own skills and enrolled on the Associate in Management (AIM) programme at the UCT GSB on a full Institute of Directors (IoD) bursary to add some concrete business know-how to his natural entrepreneurial flair. He maintains that AIM prepared him to grow his business with confidence.

"The AIM experience shaped me a lot," says Rani. "I was exposed to the full business

environment and can now plan my business strategy with confidence.” Rani adds that the three arms of Silulo Ulutho Technologies – training, retail and business consulting – are now fully integrated and operating successfully, thanks to his improved business knowledge.

Silulo Ulutho Technologies now employs a total of 10 people and Rani believes that this number will grow. “This year we plan to open one or two satellite shops in the Khayelitsha area and I also want to open two more internet cafes – one in Queenstown and another in Mtatha in the Eastern Cape,” says Rani, who is passionate about increasing internet access and computer literacy in impoverished areas.

Answer the following questions based on the above case study;

- I. What business is Luvuyo Rani operating?
(1)
- II. Identify the characteristics, aptitudes and values that Luvuyo Rani has as a successful entrepreneur.
(10)
- III. Explain the technical, business and managerial skills that Luvuyo has that relate to his line of business. Use examples from the case study.
(6)
- IV. Which entrepreneurship opportunity did Luvuyo identify in the community?
(2)
- V. How many people does the venture employ?
(1)
- VI. How is Luvuyo contributing to social development in his community?
(2)
- VII. How did Luvuyo address his shortcomings in business after starting Silulo Ulutho Technologies?
(2)

ii) The marking depends on the question contained in the assessment instrument. The marking memo must show the basic answer required and the allocation of marks.

iii) The assessed POE must

- Show consistency in assessment.
- Follow the marking memo i.e marks allocation per question.

Assessor discretion is required.

iv) the learner must record the assessment results in the following template;

ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name		ID No.		
Assessor's Name		Reg. No.		
Unit Standard Title	Conduct outcomes based assessment			
ASSESSMENT DECISION				
Specific Outcome		Met requirements	Did not meet requirements	Comments
Specific outcome 2	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
Overall Assessment Decision.				
Comments				
Date				
Signature of Assessor		Signature of Candidate		

2.3 SUMMATIVE ASSESSMENT MARKING MEMO

Instructions to learner (Candidate Assessor)

The following are mandatory requirements for question 1 (summative assessment)

- You are required to supply one of the unit standards you are currently assessing or intend to assess in the future **(Attach this in your portfolio)**.
- Assessment guides for the chosen unit standard. **(Attach this in your portfolio)**.
- Organizational training and assessment policy including the appeal procedure or appeal form. Stormnet has also attached theirs (learner guide) if you do not currently have any which may be used for practice.
- Two candidates you are assessing. These learners must prepare a portfolio against the unit standard that you shall use to conduct the assessment.
- Where possible, these assessments should be done under the supervision of a registered assessor or a line manager.

Project 1

Your task is to assess two candidates as per instructions above. During the process of assessment you are required to demonstrate competence in preparing for assessment, conducting assessments, giving assessment feedback, and reviewing the assessment process. To this end, you are required to provide evidence to prove that you completed all stages of the assessment process. Basic assessment templates have been provided:

Task 1 – PREPARE FOR THE ASSESSMENT

Prepare the learners for assessment. Follow the instructions below;

- I. Identify the resources that you will need to conduct the assessment. Record your resources in the assessment plan. (5)
SO 2, AC 1
- II. Prepare the assessment environment. The candidate assessor must explain how he/she prepared the assessment environment. (5)
SO 2; AC 1

- III. Write letters to the learners, facilitator and safety personnel notifying them of the dates for the assessment. (15)
SO 2, AC 2
- IV. Conduct a pre-assessment meeting in the presence of your assessor. The purpose of the meeting is to;
- Explain the assessment process and
 - Gather information from the candidate relating to special needs, and RPL needs.
- Submit the following as proof;
- A completed and signed assessment preparation form. (8)
 - Copy of the completed observation checklist
- SO 2; AC 4, AC 5
- V. Confirm the readiness of the candidate for assessment. The candidate assessor must submit letters of commitment for each learner. (4)
SO 2; AC 6
- VI. Develop the assessment instrument for the unit standard. Ensure that the questioning techniques are appropriate. The candidate assessor must submit a copy of the assessment instrument as evidence. (10)
SO 3, AC 3
- VII. Develop a marking memo for the assessment. Ensure that sufficient evidence is collected to enable valid, consistent, reliable and fair assessment judgement. (10)
SO 3, AC 4
- VIII. Complete all sections of the assessment plan. (4)
So 1
- I. Resources that can be identified might include; workbooks, learner guides, assessor guides, and any instruments for practical assessments.
 - II. The learner must explain the following; ventilation of the venue; setting up assessment equipment, if it's a practical assessment; arranging workbooks and writing pens etc.
 - III. Sample letter

Writer's address

Date

Receiver's designation in company

Receiver's address

Salutation (no punctuation)

RE: NOTIFICATION OF THE DATES AND VENUE OF THE ASSESSMENT US10102

This letter serves to inform you that the assessment for Unit Standard US10102 will be taking place on the 30th of June 2012 from 8am in the board room.

Any queries must be directed to me in the next 3 days.

Regards,

Vionela Mamela

Assessor

Enclosures: Assessment timetable

- IV. The learner must submit a completed and signed assessment preparation plan. In addition, the assessor must observe the candidate as he or she is conducting the pre-assessment meeting.
- V. The candidate must complete and sign a letter of commitment. This letter must be filled in full and signed.

- VI. The learner must submit an assessment instrument which is composed of a formative and summative assessment. The assessment instrument must be based on the unit standard.
- VII. The learner must submit a marking memo for each question in the assessment instrument. The memo must have the marks and evidence required to assess the POE.
- VIII. All sections of the assessment plan must be completed.

TASK 2 – CONDUCT THE ASSESSMENT

Using the assessment plan, assessment instrument and memo provided (developed in Task 1), assess the POE submitted by your learners or assess the learner as he/she completes certain tasks. Follow the instructions below;

- I. Assess the learners in accordance with the assessment instrument and the assessment plan. This must be done in the presence of the assessor. The candidate assessor must ensure that;
 - Assessment judgments are consistent with judgments made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.
 - Judgement is based on the marking memo and necessary evidence gathered.

The candidate assessor must provide the assessed POE's as evidence and the observation checklist.

SO 3, AC 1/AC 2/AC5

- II. Record the results of the assessments. The candidate assessor must provide completed assessment decision and evidence evaluation record for each learner. (4)

SO 3, AC 6

- I. The assessor must observe the learner as he or she conducts the assessment. The observation checklist must be completed. For written POE's the assessor must check how the candidate assessor was allocating marks and the consistency.
- II. The candidate assessor must complete an assessment decision and evidence evaluation record.

TASK 3 – REVIEW THE ASSESSMENT

Write a detailed report reviewing the assessment that you have conducted (Task 1- Task 3). The report must cover the following areas;

- I. Strengths and weaknesses in the instruments, assessment design and the assessment process. (15)
- II. Analysis of feedback collected from the learners. This must be presented in graphical format. (5)
- III. Recommendations for future assessment designs, process and instruments. (5)
- IV. An assessor review checklist and learner assessment survey must be completed and attached to the report. (5)

SO 5, AC 1, AC 2, AC 3, AC 4

- I. The learner must identify strengths and weaknesses in the instruments, assessment design and assessment process. These can relate to;
 - Appropriateness of the assessment tools.
 - Cost of the assessment.
 - Transparency in the assessment process.
- II. A graphical chart must be used to present the results.

Project 2

Assume during the assessment process you discover that a candidate meets all the criterions for a particular specific outcome both in formative and summative assessment. Outline the judgment for this candidate using own assumptions and relevant assessment documentation.

(5)

SO 3; AC 5

Candidate's Name	Thokozile Dayi	ID No.	87090347872
Assessor's Name	Walter Chitsike	Reg. No.	SM12
Unit Standard Title	Conduct outcomes based assessment		
ASSESSMENT DECISION			
Specific Outcome	Met requirements	Did not meet requirements	Comments
Demonstrate understanding of outcomes-based assessment.	Met requirements		20/30

NAME: COMPANY: ID:		OBSERVATION EVALUATION CHECKLIST DATE: TIME:	
EVALUATION CRITERIONS	MET REQUIREMENTS	DID NOT MEET REQUIREMENTS	COMMENTS OR ACTION REQUIRED
TASK 1			
(IV) Conducting a pre-assessment meeting			
Explained the reason for meet			
Explained the to the candidate reason for the meeting and the purpose of the assessment.			
Discussed the assessment plan in detail.			
Explained the assessment process, showing assessment instruments to candidate and describing assessment conditions.			
Identified and explain the responsibilities of role-players during assessment.			
Described the evidence required for a learner to be declared competent.			
Explained how evidence will be judged.			
Explained to the candidate how to prepare: Give candidate summative task description.			
Confirmed with the candidate what he/she should bring to the assessment.			
Ensured that candidate understands the procedures of all assessment practices.			

Asked the candidate if he/she foresees any problems or identify any special needs.			
Checked with candidate that he/she clearly understands the assessment procedure.			
TASK 2			
Conducting assessment			
Assessment judgements are consistent and based on the marking memo			
The assessment plan and assessment instruments were being referred to during assessment			
Marks are allocated in accordance with the marking memo			
TASK 3			
Giving feedback orally			
Strengths and weaknesses of the learner with regards to performance was the basis of the feedback meeting			
Feedback given was justified			
Feedback was prompt and contributing to self esteem			
The learner felt encouraged and motivated after the feedback was given			
Feedback related to learning outcomes			
Learner agreed with the assessment results			
GENERAL COMMENTS:			

Date.....	Time started.....	Time completed.....
FACILITATOR NAME	FACILITATOR SIGNATURE	ASSESSOR ENDORSEMENT (SIGNATURE)

Formative assessment	
• Multiple choice	
• Exercise	
Total	
Summative project	
Grand total	



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

Conduct outcomes-based assessment

SAQA US ID	UNIT STANDARD TITLE			
115753	Conduct outcomes-based assessment			
ORIGINATOR		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	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 5	New Level Assignment Pend.	15
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2010-08-07	2012-06-30	SAQA 0480/09
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2013-06-30		2016-06-30		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Old NQF Level	New NQF Level	Credits	Replacement Status
7978	Plan and conduct assessment of learning outcomes	Level 5	New Level Assignment Pend.	15	Complete
9927	Conduct an assessment	Level 4	NQF Level 04	12	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 candidate-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 candidate-assessors will only be valid for award of this unit standard if the following requirements are met:

- Assessments carried out by the candidate-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 candidate-assessors select outcomes that enable them to meet the requirement laid out here.

- The candidate-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 candidate in a real assessment situation, preferably under the guidance of a mentor.

The assessments may involve two or more candidates in relation to the same outcome.

- Candidate-assessors produce evidence that they can conduct assessments in RPL situations and for candidates who may have fairly recently acquired the necessary knowledge and skills through courses or learning programmes. However, candidate assessors do not need to carry out both kinds of assessments in practice for the award of this unit standard. Should candidate-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, candidate-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). Candidate 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 candidate-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. Candidate-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 candidates 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 candidates/learners. Preparation is to be carried out in situations where the candidate 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 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 candidates 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 candidates 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 candidates 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

Candidate readiness for assessment is confirmed. In cases where candidates 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 candidates have special needs and where evidence arises through RPL situations. Should it not be feasible to gather evidence for assessments of special need candidates or

in RPL situations, evidence may be produced through scenarios.

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

- Candidates meet all criteria for a particular outcome,
- Candidates clearly do not meet the criteria for a particular outcome,
- Candidates 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 candidates 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 candidates is non-leading, and is appropriate to the assessment at hand and the language ability of the candidate.

ASSESSMENT CRITERION RANGE

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

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 candidates, 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:
 - Candidates meet all criteria in relation to an outcome,
 - Candidates clearly do not meet the criteria in relation to an outcome,
 - Candidates 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 candidates to further learning or guiding candidates to further application or re-assessment.

ASSESSMENT CRITERION 4

Feedback on the assessment process is obtained from the candidate 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
- Candidate 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 candidate-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 candidate-assessor against this unit standard must meet the assessor requirements of the relevant ETQA. In particular, such assessors of candidate-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 indirectly 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 indirectly 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 candidates 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 indirectly 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, candidates 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 candidates and other relevant parties during assessment, as well as post-assessment.

UNIT STANDARD CCFO ORGANISING

Organize and manage oneself and one's 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 candidates 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.