

**CONDUCT OUTCOMES-BASED
ASSESSMENT**

US 115753

NQF LEVEL: 5

CREDITS: 15

NOTIONAL HOURS: 150

POE GUIDE

Name	
Contact Address	
Telephone (H)	
Telephone (W)	
Facsimile	
Cellular	

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CONTACT DETAILS

Unit Standard:	115753		
Course:	Conduct outcomes-based assessment		
Assessor Details			
Name			
Branch		Registration No:	
Contact Details	email:		
	Phone:		Fax: <input style="width: 100px;" type="text"/>
Moderator Details			
Name			
Branch			
Contact Details	email:		Registration No: <input style="width: 100px;" type="text"/>
	Phone:		Fax: <input style="width: 100px;" type="text"/>
Candidate Details			
Surname		Name	<input style="width: 100px;" type="text"/>
College		ID No	<input style="width: 100px;" type="text"/>
Branch			
Contact Details	email:		
	Phone:		Fax: <input style="width: 100px;" type="text"/>

COMPETENCE

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

Foundational competence: an understanding of what you do and why.

Practical competence: the ability to perform a set of tasks in an authentic context.

Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

Unfair assessment

Invalid assessment

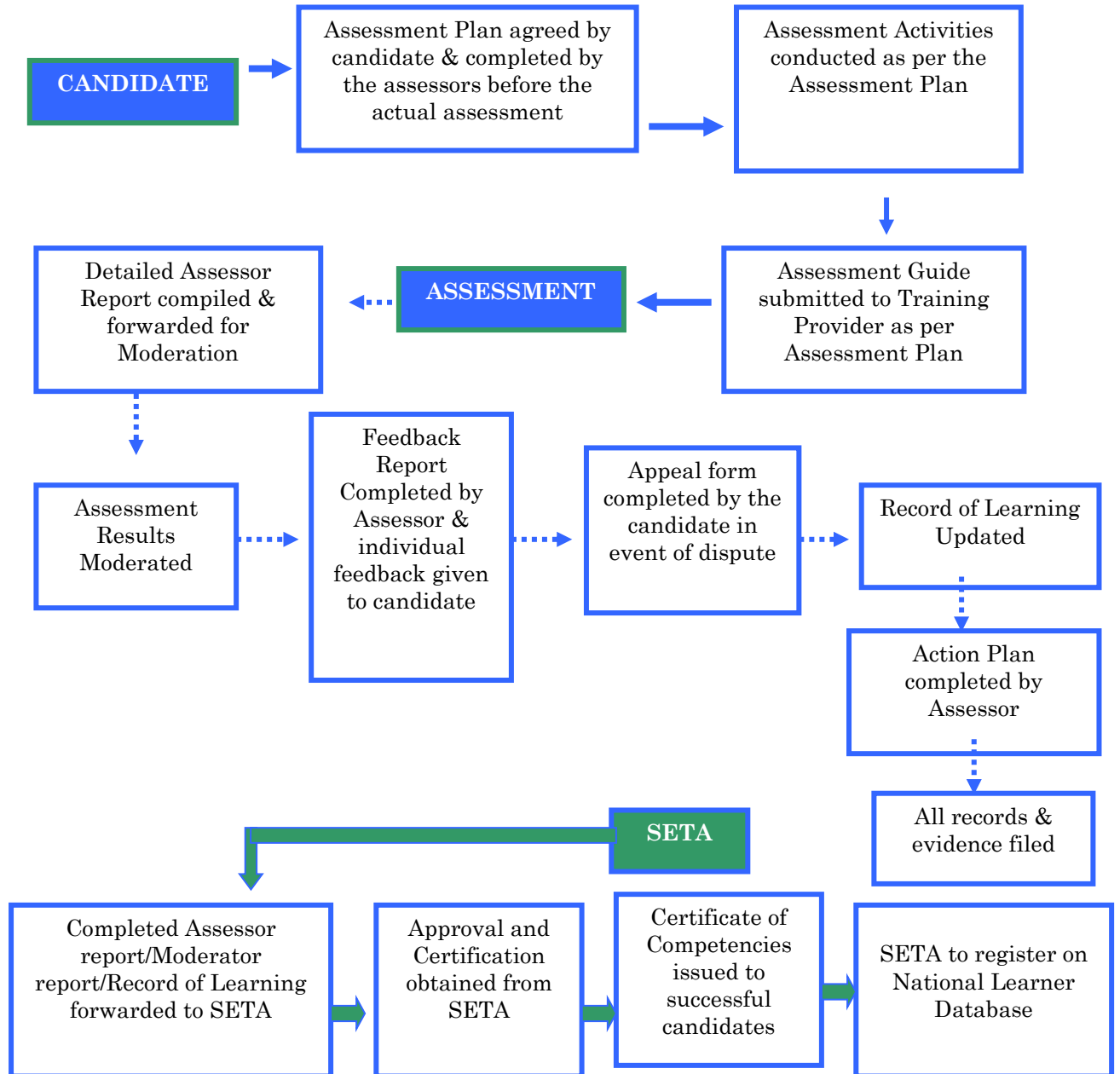
Unreliable assessment

Unethical practices

Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the Services SETA ETQA.

ASSESSMENT PROCESS FLOW



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. The SETA will also conduct external moderation.</p>		
Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment
			Assessment results and feedback

	<p>Written assessments (exercises; assignments; projects)</p> <p>Oral Observation checklist</p>	Input based assessments	Assessor	2 weeks after successful submission
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ASSESSMENT PREPARATION

Preparing the Candidate

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 your 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:			

AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	Conduct outcomes-bases assessment		
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	<p>Consult candidate re assessment, assessment process and plan.</p> <p>Agree assessment process and plan with candidate.</p> <p>Forward documentation to candidate: plan, guide and assessment instruments.</p> <p>Assess candidate with the use of different instruments.</p> <p>Provide feedback on assessment findings.</p> <p>Support candidate through assessment process.</p> <p>Source feedback from candidate on assessment process.</p> <p>Review assessment process and outcome.</p> <p>Use assessment process as opportunity to transform assessment activities and outcomes.</p>		
Candidate roles and responsibility			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	<p>Be available for assessment.</p> <p>Be actively involved in the consultative process.</p> <p>Learn from the assessment process.</p> <p>Provide feedback to the assessor in terms of the assessment as learning activity.</p> <p>Provide feedback to the assessor on the efficacy of the assessment process.</p> <p>Review own role and assessor role in the assessment process.</p>	
Assessment Instruments	<p>Portfolio of evidence</p> <p>Observation checklist</p> <p>Questioning</p>	
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	<p>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.</p>	
Recording Process	<p>Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.</p>	
Review Process	<p>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.</p>	
Right to appeal	<p>The candidate must be advised of the right to appeal.</p>	
Accessibility and safety of environment	Step	Date
	<p>Site inspection conducted.</p> <p>Pre-assessment moderation conducted.</p>	
Resources Required	<p>Assignments</p> <p>POE</p> <p>Assessments</p>	

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	

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

Interview (RPL Purposes)

The purpose of the interview is two-fold:

A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.

To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*

Did you attend all modules of the learnership / qualification training?

How were you prepared for assessments?

How were assessments conducted?

Did an accredited training provider conduct the course/s?

Did you attend classroom training during the course?

What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)

Do you have a relevant certificate from an approved institution?

Do you have samples of work or other forms of evidence that can prove your competence?

Do you have a Grade 12 (Matric) with English and Maths, or English only?

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.

LETTER OF COMMITMENT FROM THE LEARNER

Dear learner/learner

You have requested to be assessed through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

Declaration of commitment:

I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.

Organisation _____

Full names of learner _____

Signature _____ Date: _____

Learner ID

Insert a certified copy of your Identify Document here:

Learner CV

Insert a copy of your full CV (Curriculum Vitae) here:

Learner Qualifications

Insert certified copies of relevant qualifications here:

Declaration of Authenticity

I _____ (*full name*), declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the unit standard 115753 conduct outcomes based assessment is my own work and has been completed me, with the exception of:

(detail any work that was not completed by yourself, i.e. group work, etc.)

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	

PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

Knowledge evidence (your knowledge questionnaire).

Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).

Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).

Supplementary evidence (to confirm the authenticity of your evidence).

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

Valid (relevant to the unit standard/s being assessed).

Authentic (clearly your own work).

Current (not more than 2 years old).

Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

Completed Assessment Activities

Insert your completed assessment activities and evidence here:

RECORD OF LEARNING

Conduct outcomes-based assessment

Candidate's Name:			ID No		
Assessor's Name:			Ass. Reg. No		
Moderator's Name:			Mod. Reg. No		
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
115753	5	15			

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
Demonstrate understanding of outcomes-based assessment.	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
Prepare for assessments.	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
Conduct assessments	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
Provide feedback on assessments	AC 1			
	AC 2			
	AC 3			
	AC 4			
	AC 5			
	AC 6			
Review assessments	AC 1			
	AC 2			
	AC 3			
	AC 4			
Prepare for assessments.				

Overall Assessment Decision.		
Comments		
Date		
Signature of Assessor	Signature of Candidate	

Assessor's feedback report to candidate

Unit Standard			
Title	Conduct outcomes-based assessment		
Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
ASSESSMENT DECISION			
Specific Outcome		Met requirements	Did not meet requirements
Demonstrate understanding of outcomes-based assessment.	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
Prepare for assessments.	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
	AC 6		
Conduct assessments	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
	AC 6		
Provide feedback on assessments	AC 1		
	AC 2		
	AC 3		
	AC 4		
	AC 5		
	AC 6		
Review assessments	AC 1		
	AC 2		
	AC 3		
	AC 4		

I hereby confirm that I have been given feedback by the assessor on all the aspects of my assessment. I have been given the opportunity to ask questions and the above feedback was given by me in respect of my assessment. I am aware of the assessment process and the appeal procedure. I AGREE / DISAGREE with the assessment decision.

Overall Assessment Decision	
Additional Notes	
Assessor Signature: Date:	Candidate Signature: Date:

ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	Conduct outcome-based assessment		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgment was made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.			
Learner	Date	Assessor	Date
		Moderator	Date

Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:		
Date:		
SECTION 1		
Candidate's reason for disagreeing with the assessment decision.		
Assessor's rationale for the assessment decision.		
Candidate's signature.		
Assessor's signature.		
SECTION 2		
Moderator's decision.		
Moderator's signature.		

LEARNER APPEALS PROCEDURE

1. Learners are free to raise with the **trainer and assessor** any matters of concern of a general nature concerning assessment.
2. Learners with a concern over an assessment matter should raise this concern in the first instance with the trainer at the earliest possible opportunity to determine whether there are grounds for an appeal.
3. Should a case for an appeal exist; the learner together with the trainer should raise the matter with the assessor.
4. In this instance, the assessor can exercise on of three possibilities:
 - 4.1. alter the assessment if an error of judgement has been identified;
 - 4.2. Call for a reassessment; and
 - 4.3. Refute the claim either for an alteration of the assessment mark or reassessment.
5. A learner may be unwilling for a valid reason to discuss the concern with the trainer and/or assessor, or a learner may be dissatisfied with the outcome of the decision of the trainer and/or assessor. In this instance, the matter should be raised with the **management of the provider**.
6. Should a learner (appellant) still be dissatisfied with the decision of the provider, the learner may seek to have the matter considered for a formal appeal with the **ETDP SETA**.
7. An intending appellant shall submit in writing a notice of appeal as soon as possible containing the following:
 - 7.1. Learner's full name, course of study and year of study
 - 7.2. Names of trainer and assessor
 - 7.3. The grounds on which the appeal is based
8. The learner will normally be given 14 days to lodge an appeal with the ETDP SETA from the time of communication of the outcome of the internal appeal process by the provider.
9. The ETDP SETA may decline to consider an appeal against an assessment on the grounds which reasonably and more appropriately have been raised sooner.
10. The ETDP SETA shall consider the grounds of each appeal on the basis of the written evidence provided and may call for further evidence if required.
11. If necessary, and with 48 hours prior notice, the ETDP SETA may call an authorised accreditation advisor to visit the affected parties with a view to resolve the matter or gather more information.
12. After considering the evidence, the ETDP SETA may decide as follows:
 - 12.1. That the appellant's claim is rejected
 - 12.2. That the appellant's claim is accepted
13. If the appellant's claim is rejected, the individual is precluded from resubmitting an appeal.
14. If the appellant's claim is accepted, the provider is instructed to either reassess or alter the appellant's assessment mark as determined by the ETDP SETA.
15. If the appellant is dissatisfied with the final outcome of the appeal as determined by the ETDP SETA, then the individual can appeal to the **South African Qualifications Authority**.
16. Finally, if the appellant is still of the view that justice has not been served, the individual has the right to appeal to the **Minister of Education**.

NOTE:

Learners and providers are strongly encouraged to internally resolve matters arising out of assessment decisions as far as possible. Only when all avenues for resolving such matters have failed, should redress be sought with the ETDP SETA.

Assessor's Contingency Plan

Name of Assessor: _____

Unforeseen Event	Corrective Action To Be Taken
Candidate:	
Equipment:	
Role Players:	
Environment:	
Assessment Process:	

Signature of Assessor: _____

Signature of Moderator: _____

Date: _____



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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	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	15
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
9927	Conduct an assessment	Level 4	NQF Level 04	12	Complete
7978	Plan and conduct assessment of learning outcomes	Level 5	Level TBA: Pre-2009 was L5	15	Complete

PURPOSE OF THE UNIT STANDARD

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

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

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

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

- Demonstrate understanding of outcomes-based assessment;
- Prepare for assessments;
- Conduct assessments;
- Provide feedback on assessments; and
- Review assessments.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that those starting to learn towards this unit standard have no previous assessment experience. It is assumed, though, that the 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 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 ones activities: preparing, conducting and recording the assessment.

UNIT STANDARD CCFO COLLECTING

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

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively: prepare 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.