**ASSESSMENT PRINCIPLES AND PRACTICES**

**SUMMATIVE ASSESSMENT MEMO**

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| **Module Code** | 242401001-KM-05 |
| **NQF Level** | 5 |
| **Credits** | 4 |
| **Skills Programme ID Number** | SP-220320 |
| **Skills Programme Title** | Assessment Practitioner |
| **Curriculum Code** | 900096-000-00-00 |
| **Sub Title** | OFO Code 242401 - Training and Development Professional (Training and Development Practitioner) |

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

**Note to the learner**

This Learner Guide provides a comprehensive overview of the module. It is designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.

**Skills Programme Purpose**

An Assessment Practitioner plans for, conducts and administers assessment of learner competence in an occupational context.

**Skills Rationale**

Assessment skills in practice is the basis of many other qualifications and skills sets and is a skill that leads to employability. This skills programme will equip people to be able to supervise performance and provide feedback in a professional manner.

There is a single unit standard 115753 Conduct Outcomes Based Assessment, Level 5, 15 Credits registered on the NQF which will expire 2023-06-30 which is used to train assessors currently.

Assessment Practitioner status can lead to self-employment

opportunities. Typical learners include post school learners and college graduates on

NQF Level 4 or equivalent with work experience that enables them to observe learners in practice and make judgements on competence and quality in skills deliver. This skills programme is for people with an interest in using assessment tools to promote learning.

**Entry Requirements**

NQF Level 4 with Communication

**Quality Assurance**

QCTO will facilitate the assessment and quality assurance

**Provider Accreditation Requirements for the Knowledge Module**

**Physical Requirements**

* Learning and development resources aligned to the scope and content of the module
* Learner assessment resources (database, tools, records)

**Human Resource Requirements:**

* Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
* Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

**Legal and Safety Requirements:**

* Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

**Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of assessment of learner competencies in an occupational context

**Topic elements to be covered include**

The learning will enable learners to demonstrate an understanding of:

* KM-05-KT01: Assessment practices, methods and concepts (25%)
* KM-05-KT02: Evidence collection and recording concepts and principles (25%)
* KM-05-KT03: Evidence evaluation concepts and principles (25%)
* KM-05-KT04: Assessment administration and regulatory practices (25%)

**Venue, Date and Time:**

Consult your facilitator should there be any changes to the venue, date and/or time.

Refer to your timetable

**Assessments**

The only way to establish whether you are competent and have accomplished the learning outcomes is through continuous assessments. This assessment process involves interpreting evidence about your ability to perform certain tasks. You will be required to perform certain procedures and tasks during the training programmer and will be assessed on them to certify your competence.

This module includes assessments in the form of self-evaluations/activities and exercises. The exercises, activities and self-assessments will be done in pairs, groups or on your own. These exercises/activities or self-assessments (Learner workbook) must be handed to the facilitator. It will be added to your portfolio of evidence, which will be proof signed by your facilitator that you have successfully performed these tasks.

Listen carefully to the instructions of the facilitator and do the given activities in the time given to you.

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| **KM-05-KT01: Assessment practices, methods and concepts** |

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| **KT0101** | Assessment practices (Assessment plan, Pre-assessment briefing, Evidence, Competence, Feedback) |
| **KT0102** | Assessment concepts within the QCTO model (Internal and final integrated summative external assessment) |
| **KT0103** | Principles of good assessment practice (Fairness, Validity, Reliability, Sufficiency, Practicability, Currency of evidence) |
| **KT0104** | Assessment theories (Outcomes-based assessment, Competency-based assessments, Traditional assessment) |
| **KT0105** | Types of assessment (pre-programme, continuous, formative, integrated, summative) |
| **KT0106** | RPL Assessment objectives and practices |
| **KT0107** | Domains of competence (practical, foundational and reflexive |

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| **ACTIVITY** |
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**Explain what assessment in practice is**

Although assessments are currently used for many purposes in the educational system, a premise of this report is that their effectiveness and utility must ultimately be judged by the extent to which they promote student learning. The aim of assessment should be “to educate and improve student performance, not merely to audit it. To this end, people should gain important and useful information from every assessment situation. In education, as in other professions, good decision making depends on access to relevant, accurate, and timely information. Furthermore, the information gained should be put to good use by informing decisions about curriculum and instruction and ultimately improving student learning.

Assessments do not function in isolation; an assessment’s effectiveness in improving learning depends on its relationships to curriculum and instruction. Ideally, instruction is faithful and effective in relation to curriculum, and assessment reflects curriculum in such a way that it reinforces the best practices in instruction. In actuality, however, the relationships among assessment, curriculum, and instruction are not always ideal. Often assessment taps only a subset of curriculum and without regard to instruction, and can narrow and distort instruction in unintended ways.

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| **ACTIVITY** |
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**List several guidelines to follow when selecting assessment methods:**

• Collect information that will answer the program’s questions

• Use multiple methods to assess each student learning outcome

• Include both indirect and direct assessment methods

• Include both qualitative and quantitative methods

• Choose methods that allow the assessment of both strengths and weaknesses

• Utilize capstone courses or “second-year” projects/assignments to directly assess student learning outcomes

• Use established accreditation criteria/standards when developing the assessment plan

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| **KM-05-KT02: Evidence collection and recording concepts and principles** |

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| **KT0201** | Sources of evidence (Direct, Indirect, Historical) |
| **KT0202** | Evidence collection instruments that cover assessment of all learning domains |
| **KT0203** | Evidence collection tools (Observation assessment sheet, Knowledge assessment sheet, End product assessment sheets, Portfolio of Evidence) |
| **KT0204** | Principles of evidence collection and submission (Validity, Accountability, Accuracy, Current, Consistency, Sufficiency |

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| **ACTIVITY** |
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**Explain what is a portfolio of evidence?**

A candidate wishing to undergo assessment where a Portfolio of Evidence (POE) is required would need to identify how they can best prove their competence as required in terms of the unit standard requirements. The candidate would need to collect or generate the necessary evidence for inclusion in the portfolio of evidence.

The responsibility rests on the candidate to ensure the evidence collected is sufficient and valid to prove competency in all of the specific outcomes as outlined in the unit standard being assessed. The evidence must show clearly that the candidate knows and can do what they claim. The learning outcomes contained in the unit standard will therefore serve as a guide for the candidate.

Portfolios make continuous assessment possible. Making use of a variety of items serve as evidence the learner has achieved the required outcomes as outlined in a specific unit standard. The content of portfolios should be created within realistic and appropriate contexts relating directly to the unit standard. The portfolio should be viewed as an instrument for telling a story that will communicate something about the achievements of the candidate to the assessor.

Your assessor may ask you to put together a portfolio of evidence, which is a formal collection of documentary evidence that you have obtained during your learning, your career experience, unpaid work, relevant personal interests, and professional development. The more current the evidence, the more useful it is for the purposes of your application for Skills Recognition. However, there is no hard and fast rule about currency; it depends on the competencies that you are applying for. Your assessor will be able to advise you how recent your evidence needs to be.

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| **KM-05-KT03: Evidence evaluation concepts and principles** |

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| **KT0301** | Rules of evidence (Valid, Authentic, Reliable, Current, Sufficient) |
| **KT0302** | Assessment results and judgements |
| **KT0303** | Assessment feedback practises and records management |
| **KT0304** | Standards of assessing evidence (Graded assessments, Competency standards) |
| **KT0305** | Gap-analysis, remedial actions, guidance and support |

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| **ACTIVITY** |
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**List and explain rules of evidence**

It is not good enough to just collect any evidence. Just as the way we collect evidence is guided by the principles of assessment, the way we collect evidence is guided by the rules of evidence.

Rule evidence must...

Valid

• Address the elements and performance criteria

• Reflect the skills, knowledge and context described in the competency standard

• Demonstrate the skills and knowledge are applied in real or simulated workplace situations

Current

• Demonstrate the candidate's current skills and knowledge

• Comply with current standards

Sufficient

• Demonstrate competence over a period of time

• Demonstrate competence that is able to be repeated

• Comply with language, literacy and numeracy levels which match those required by the work task (not beyond)

Authentic

• Be the work of the candidate

• Be able to be verified as genuine

• To better understand how these rules affect the way that we assess, let’s have a look at each one in more detail.

Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. For example, the evidence will not be valid if you instruct a candidate to solve printer problems by simply asking: Type a standard office memo on a word processor. Validity is assured when the performance required matches the performance described in a competency standard.

Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Currency means evidence needs to be checked to ensure it shows recent performance.

Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner’s competency.

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| **KM-05-KT04: Assessment administration and regulatory practices** |

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| **KT0401** | Standard assessment documentation management |
| **KT0402** | Rules of certification (Statement of results, National Certificates) |
| **KT0403** | Record management practices |

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| **ACTIVITY** |
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**What is management of assessment?**

In the Construction Education and Training Authority, the Education and Training Providers are responsible for the management of assessment processes being conducted by assessors registered to assess unit standards and/or qualifications within the primary focus of Catamite is important that Education and Training Providers to have high quality assessment practices to ensure that the success and credibility of the outcome-based education and training system.

Assessment events are designed at the element level as a minimum square Bullet lite

Assessors has considered all matters contained in performance criteria in the unit

Assessment use the least amount of evidence that is needed for the assessor to make a valid professional judgment that competency has been achieved

Document storage is a vital part of effective document management. As a thriving business you can’t afford to misplace or lose essential documentation. By law, publicly traded companies are required to retain records over a specified period of time and without a document archiving system in place paperwork can become overwhelming and uncontrollable.