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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Assessors

Registered by NSB 05, Education, Training and Development, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The full unit standards can be accessed via the SAQA web-site at www.saqo.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria

Comment on the unit standards should reach SAQA at the address ***below and no later than 1 MARCH 2004***. All correspondence should be marked **Standards Setting – SGB for Assessors**, and addressed to

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UNIT STANDARD IN ASSESSMENT- NQF LEVEL 5**1. Title: Conduct standards-based assessment**

Specific Outcome 1. Demonstrate understanding of standards-based assessment.

Specific Outcome 2. Prepare for assessments.

Specific Outcome 3. Conduct assessments.

Specific Outcome 4. Provide feedback on assessments.

Specific Outcome 5. Review assessments.

UNIT STANDARDS IN ASSESSMENT- NQF LEVEL 6**1. Title: Conduct moderation of assessments**

Specific Outcome 1. Demonstrate understanding of moderation within the context of a standards-based assessment system.

Specific Outcome 2. Plan and prepare for moderation

Specific Outcome 3. Conduct moderation.

Specific Outcome 4. Advise and support assessors.

Specific Outcome 5. Report, record and administer moderation.

Specific Outcome 6. Review moderation systems and processes.

2. Title: Design and develop standards-based assessments

Specific Outcome 1. Demonstrate understanding of design principles of standards-based assessment.

Specific Outcome 2. Design assessments based on an analysis of standards and assessment contexts

Specific Outcome 3. Develop assessment activities.

Specific Outcome 4. Develop assessment guides.

Specific Outcome 5. Evaluate assessment designs and guides.

Title:	Conduct standards-based assessment
Level:	5
Credit:	15
Field:	Education, Training and Development
Sub-field:	All ETD sub-fields
Issue date:	14 February 2001
Revised:	14 January 2004

Review date:**Purpose:**

This generic assessor unit standard is for those who assess people for their achievement of learning outcomes in terms of defined standards, including national curriculum statements, unit standards, exit level outcomes and qualifications, whether in learning institutions, the workplace or other environments.

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 assess performance against standards and qualifications registered on the NQF, using pre-designed assessment instruments. Such people will 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 standards-based assessment;
- prepare for assessments;
- conduct assessments;
- provide feedback on assessments; and
- review assessments.

Learning assumed to be in place:

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”).

Range statement:

1. This is a generic assessment unit standard, and applies to assessment in any field of learning. However, the assessment of candidate-assessors *will only be valid for award of this unit standard* if the following requirements are met:
 - The candidate-assessor carries 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 on the same standard.
 - The assessments carried out by the candidate-assessor are in relation to a significant, meaningful and coherent outcome statement that includes assessment criteria and allows for judgements of competence in line with SAQA's definition of competence, i.e. embraces foundational, practical and reflexive dimensions of competence. Small, single-task assessments will not be valid for awarding this unit standard. Standards 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 a standard that enables them to meet the requirement laid out here.
 - 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.
2. For the purposes of assessment against this unit standard, candidate-assessors should have access to pre-designed Assessment Guides and will not be expected to design assessments. (See Definition of Terms for a definition of Assessment Guides). Candidate assessors will still need to interpret the standards at hand in order to ensure their assessment judgements are in accordance with the requirements of the standard. Furthermore, 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.

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 standards-based assessment

Assessment criteria:

- 1.1 Comparisons between standards-based and other forms of assessment highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.
- 1.2 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.
- 1.3 A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.
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.*
- 1.4 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.
- 1.5 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.

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 policies and procedures (including moderation),*
- *pre-designed assessment instruments for the assessment at hand, including the relevant standard/s and Assessment Guides (see “definition of terms” for a definition of Assessment Guide).*

Assessment criteria:

- 2.1 Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.
- 2.2 Parties involved in the assessment are notified in good time and are ensured to be ready and available to meet required schedules.

Range:

Parties include assessment candidates and moderators, and may include assessment facilitators and/or assistants, invigilators and safety personnel where applicable.

- 2.3 All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.
- 2.4 Assessment details are explained to candidates clearly and in a manner that sets them at ease. Opportunities for clarification are provided and responses promote understanding of the requirements.

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.

- 2.5 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.
- 2.6 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.

Range:

The ability to make assessment judgements must be demonstrated using diverse sources of evidence. Assessments must include cases where candidates have special needs and where evidence arises through RPL situations. 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:

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

Range:

codes of practice could include professional, industry or legislated.

- 3.2 The assessment is carried out according to the assessment design. 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.
- 3.3 Communication avoids leading candidates and is appropriate to the assessment at hand and the language ability of the candidate.

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.*

- 3.4 Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.
- 3.5 Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.
- 3.6 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.

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:

- 4.1 Feedback is timely, clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the standard at hand.
- 4.2 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.

Range:

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

- 4.3 Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and explanations concerning the entire assessment.
- 4.4 Disputes and/or appeals that arise are dealt with according to the assessment policy.
- 4.5 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.

Range:

The review should address at least the following aspects:

- *the quality of the assessment instruments, including the standards against which assessment takes place and Assessment Guides used,*
- *the assessment process, and*
- *candidate readiness for assessment.*

Assessment criteria:

- 5.1 The review identifies strengths and weaknesses in the instruments and process, and notes these for incorporation in assessment redesign.
- 5.2 Feedback from relevant parties is analysed and used to influence future assessments positively.
- 5.3 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.
- 5.4 Weaknesses in the assessment arising from poor quality of national standards or qualifications are identified, and effective steps are taken to inform relevant bodies.

Accreditation and moderation:

- A candidate-assessor 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.
- Anyone assessing a candidate-assessor against this unit standard must be registered as an *assessor of assessors* with 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.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

NOTES

Critical cross-field outcomes:

This unit standard addresses the following critical cross-field outcomes:

- 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.*
- Work effectively in a team using critical and creative thinking: *working with candidates and other relevant parties during assessment, as well as post-assessment.*
- Organize and manage oneself and one's activities: *preparing, conducting and recording the assessment.*
- Collect, analyse, organize and critically evaluate information: *gather, evaluate and judge evidence and the assessment process.*

- Communicate effectively: *prepare candidates for assessment, communicate during assessment, and provide feedback.*
- Demonstrate the world as a set of related systems: *understanding the impact of assessment on individuals and organisations.*
- Be culturally and aesthetically sensitive across a range of social contexts: *give feedback on assessments in a culturally sensitive manner.*

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:

- Principles of assessment – *directly assessed through assessment criterion 1.4, and indirectly assessed via a requirement to apply the principles throughout the standard.*
- Principles and practices of RPL – *directly assessed through assessment criteria 1.2, 2.5 and specific outcome 3, as well as through application in the rest of the standard.*
- Methods of assessment – *directly assessed through assessment criterion 1.3, 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

Supplementary information:

Definition of Terms:

The following terms are defined as used within this and related unit standards:

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

In general, Assessment Guides include descriptions of the approach to the assessment, assessment conditions, assessment activities, instructions to assessors and candidates/learners, assessment methods, assessment instruments (e.g. scenarios, role-plays, questions, tasks), resource requirements, guidance for contextualising assessments, relevant standard operating procedures, administrative procedures, moderation requirements, assessment outcomes and criteria, observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics.

- *assessment method*: - for the most part, assessment methods relate to what an assessor does to gather and evaluate evidence. Assessment methods include observing candidates, questioning candidates, interviewing supervisors/colleagues/managers of candidates, listening to candidates, reviewing written material, testing products.
- *assessment principles*: - see more detailed definitions in next section.
- *candidate/learner*:- person whose performance is being assessed by an assessor. Such people include those who may already be competent, but who seek assessment for formal recognition (candidates), as well as those who may have completed or are in the process of completing learning programmes (learners).
- *candidate-assessor*: - the person who is being assessed against this particular unit standard.
- *evaluative expertise*: - the ability to judge the quality of a performance in relation to specified criteria consistently, reliably and with insight. Evaluative expertise implies deep subject matter understanding and knowledge about the outcomes being assessed at a theoretical and practical level, but does not necessarily include practical competence in the outcome.
- *evidence*: - tangible proof produced by or about individuals, that can be perceived with the senses, bearing a direct relationship to defined outcomes and criteria, based on which judgements are made concerning the competence of individuals. Evidence includes plans, products, reports, answers to questions, testimonials, certificates, descriptions of observed performances, peer review reports.
- *evidence facilitator*: - see assessment facilitator
- *performance*: - includes demonstration of skills, knowledge, understanding and attitudes, and the ability to transfer these to new situations.
- *portfolio of evidence*: - a carefully organised and complete collection of evidence compiled by candidates/learners to prove competence in relation to defined outcomes.
- *RPL* – Recognition of Prior Learning means the comparison of the previous learning and experience of a learner against specified learning outcomes required for:
 - The award of credits for a specified unit standard or qualification,
 - access to further learning,
 - recognition in terms of meeting minimum requirements for a specific job,
 - placement at a particular level in an organisation or institution, or
 - advanced standing or status.

This means that regardless of where, when or how a person obtained the required skills and knowledge, it could be recognised for credits. In this sense, RPL is an important principle of the NQF. RPL involves an assessment process of preparing for RPL, engaging with RPL candidates, gathering evidence, evaluating and judging evidence in relation to defined criteria, giving feedback and reporting results. Given that the all candidates are assessed against the same criteria, credits awarded through RPL are therefore just as valid as credits awarded through any other assessment process.

- *standards-based assessment*: - a planned process for gathering and judging evidence of competence in relation to pre-determined criteria within an outcomes-based paradigm.

Principles of assessment:

METHODS/ACTIVITIES OF ASSESSMENT

- *Appropriate*: The method of assessment is suited to the outcome being assessed i.e. is capable of gathering evidence in relation to the intended outcome, and not something else.
- *Fair*: The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.
- *Manageable*: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integrated into work or learning*: Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as *naturally occurring evidence*).

EVIDENCE

- *Valid*: The evidence focuses on the requirements laid down in the relevant standard and matches the evidence requirements of the outcome/s at hand under conditions that mirror the conditions of actual performance as closely as possible
- *Current*: The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
- *Authentic*: The assessor is satisfied that the evidence is attributable to the person being assessed.
- *Sufficient*: The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future i.e. the performance to standard is not a "once-off".

OVERALL ASSESSMENT PROCESS

- *Systematic*: The overall process ensures assessment is fair, effective, repeatable and manageable.
- *Open*: The process is transparent i.e. assessment candidates understand the assessment process and the criteria that apply and can contribute to the planning and accumulation of evidence.
- *Consistent*: The same assessor would make the same judgement again in similar circumstances and judgements match judgements made on similar evidence.

Notes to assessors:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across *the entire range*, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Although evidence must be obtained in terms of all the assessment criteria, do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be assessed through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible. This standard has specified the minimum requirement, but assessors may require more within various assessment contexts.
- All assessments should be conducted in line with the assessment principles defined above.

Title:	Conduct moderation of assessments
Level:	6
Credit:	10
Field:	Education, Training and Development
Sub-field:	All ETD sub-fields
Issue date:	14 February 2001
Revised:	14 January 2004

Review date:**Purpose:**

This unit standard is for people who conduct **internal or external** moderation of assessments against standards, including national curriculum statements, unit standards, exit level outcomes or qualifications. This unit standard will contribute towards the achievement of a variety of qualifications particularly within the field of Education Training and Development Practices and Human Resource Development.

Those who have achieved this unit standard will be able to moderate assessment activities in terms of the relevant standards and quality assurance requirements. The candidate-moderator will be able to use the prescribed Quality Assurance procedures 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 are able to:

- demonstrate understanding of moderation within the context of a standards-based assessment system,
- plan and prepare for moderation,
- conduct moderation,
- advise and support assessors,
- report, record and administer moderation, and
- review moderation systems and processes.

Learning assumed to be in place:

The credit calculation is based on the assumption that learners have previous assessment experience when starting to learn towards this unit standard, and in particular, recognition for the unit standard: NLRD 7978: Conduct standards-based assessments. It is recommended that candidates should achieve NLRD 7976: Design and develop standards-based assessments before attempting this unit standard:

It is further assumed that the person has evaluative expertise within the field in which they are moderating assessments.

Range statements:

1. This is a generic unit standard, and applies to moderation within any field of learning. However, the assessment of candidate-moderators *will only be valid for award of this unit standard* if the following requirements are met:
 - Moderation is carried out for assessments that include candidates with special needs, and RPL situations. Where real assessments are not available to cover these situations, the candidate is able to demonstrate how special needs and RPL situations would be addressed within their moderation plan and process.
 - Moderation covers assessment instruments, assessment design and methodology, assessment records; assessment decisions, reporting and feedback mechanisms.
 - Moderation is carried out for assessments involving a variety of assessment techniques, such as work samples, simulations, role-plays, written items, oral, portfolios and projects.
 - Moderation activities include pre-assessment interactions with assessors, interactions during assessments and post-assessment interactions.
 - Moderation involves at least two sets of real assessment materials for the same standards and at least six real assessor decisions.
 - The assessments that are moderated are in relation to a significant, meaningful and coherent outcome statement that includes assessment criteria and allows for judgements of competence in line with SAQA's definition of competence i.e. embraces foundational, practical and reflexive dimensions of competence. This means that moderation of simple, single-task assessments will not be valid for awarding this unit standard. It should be noted that although there are standards registered on the NQF that are highly task-orientated and do not demand much, if any, in the way of reflexive competence, these will not be sufficient for measuring competence as a moderator in terms of this unit standard.
2. For the purposes of assessment against this unit standard, candidate-moderators should have access to organisational assessment and moderation policies, procedures and systems. It is assumed the organisational policies and procedures are of a quality sufficient for accreditation purposes. Where candidate-moderators are assessed in organisations that do not have a moderation system in place, assessors of moderators should provide a mock system for the purposes of the assessment.
3. This unit standard applies to all Moderators, regardless of whether a person carries out moderation internally, as part of an organisation's quality assurance system, or externally, as part of an ETQA or other process to verify assessment results supplied by the provider or assessment agency.

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 moderation within the context of a standards-based assessment system.

Assessment criteria:

- 1.1 Moderation is explained in terms of its contribution to quality assured assessment and recognition systems within the context of principles and regulations concerning the NQF.
- 1.2 A variety of moderation systems and methods are described and compared in terms of strengths, weaknesses and applications. The descriptions show how moderation is intended to uphold the need for manageable, credible and reliable assessments.
- 1.3 Key principles of assessment are described in terms of their importance and effect on the assessment and the application of the assessment results. Examples are provided to show how moderation may be effective in ensuring the principles of assessment are upheld.

Range:

See "Definition of Terms" for a definition of assessment principles.

- 1.4 Examples are provided to show how moderation activities could verify the fairness and appropriateness of assessment methods and activities used by assessors in different assessment situations.

Range:

Assessment situations for gathering evidence of abilities in problem solving, knowledge, understanding, practical and technical skills, personal and attitudinal skills and values.

Specific outcome 2:

Plan and prepare for moderation

Range:

The planning and preparation is to take place within the context of an existing moderation system, whether internal or external.

Assessment criteria:

- 2.1 Planning and preparation activities are aligned with moderation system requirements.
- 2.2 The scope of the moderation is confirmed with relevant parties.
Range:
Parties include the assessors and moderating bodies where these exist.
- 2.3 Planning of the extent and method of the moderation activities ensures manageable moderation. Planning makes provision for sufficient moderation evidence to enable a reliable judgement to be passed on the assessments under review.
- 2.4 The contexts of the assessments under review are clarified with the assessors or assessment agency, and special needs are taken into consideration in the moderation planning.

- 2.5 Moderation methods and processes are sufficient to deal with all common forms of evidence for the assessments to be moderated, including evidence gathered for recognition of prior learning.
- 2.6 The documentation is prepared in line with the moderation system requirements and in such a way as to ensure moderation decisions are clearly documented.
- 2.7 Required physical and human resources are ensured to be ready and available for use. Logistical arrangements are confirmed with relevant role-players prior to the moderation.

Specific outcome 3:

Conduct moderation.

Range:

- Moderation to address the design of the assessment, activities before, during and after assessment, and assessment documentation.
- Moderation to include assessments of candidates with special needs and for RPL cases.
- Evidence must be gathered for on-site and off-site moderation.
- Evidence must be shown that candidate-moderators are able to moderate in situations where:
 - the moderation process confirms the assessment results, and where
 - the moderation process finds it cannot uphold the assessment results.

Assessment criteria:

- 3.1 The moderation is conducted in accordance with the moderation plan. Unforeseen events are handled without compromising the validity of the moderation.
- 3.2 The assessment instruments and process are checked and judged in terms of the extent to which the principles of good assessment are upheld.

Range:

See "Definitions of Terms" for definitions of assessment principles.

- 3.3 Moderation confirms that special needs of candidates have been provided for but without compromising the required standards.
- 3.4 The proportion of assessments selected for checking meets the quality assurance body's requirements for consistency and reliability. The use of time and resources is justified by the assessment history or record of the assessors and/or assessment agency under consideration.
- 3.5 Appeals against assessment decisions are handled in accordance with organisational appeal procedures.
- 3.6 The moderation decision is consistent with the quality assurance body's requirements for fairness, validity and reliability of assessments to be achieved.

Range:

requirements include the interpretation of assessment criteria and correct application of assessment procedures.

Specific outcome 4:

Advise and support assessors.

Assessment criteria:

- 4.1 The nature and quality of advice facilitates a common understanding of the relevant standards and issues related to their assessment by assessors.
- 4.2 The nature and quality of advice promotes assessment in accordance with good assessment principles and enhances the development and maintenance of quality management systems in line with ETQA requirements.

Range:

See definition of assessment principles under “Supplementary information”.

Advice on quality management systems includes planning, staffing, resourcing, training and recording systems.

- 4.3 All communications are conducted in accordance with relevant confidentiality requirements.

Specific outcome 5:

Report, record and administer moderation.

Assessment criteria:

- 5.1 Moderation findings are reported to designated role-players within agreed time frames and according to the quality assurance body's requirements for format and content.

Range:

Role-players could include ETQA or Moderating Body personnel, internal or external moderators and assessors.

- 5.2 Records are maintained in accordance with organisational quality assurance and ETQA requirements.
- 5.3 Confidentiality of information relating to candidates and assessors is preserved in accordance with organisational quality assurance and ETQA requirements.

Specific outcome 6:

Review moderation systems and processes.

Assessment criteria:

- 6.1 Strengths and weaknesses of moderation systems and processes are identified in terms of their manageability and effectiveness in facilitating judgements on the quality and validity of assessment decisions.
- 6.2 Recommendations contribute towards the improvement of moderation systems and processes in line with ETQA requirements and overall manageability.
- 6.3 The review enhances the credibility and integrity of the recognition system.

Accreditation and moderation:

- A candidate-moderator 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.
- Anyone assessing a candidate-moderator against this unit standard must be registered as an *assessor of moderators* with the relevant ETQA. In particular, such assessors of candidate-moderators 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.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

NOTES**Critical cross-field outcomes:**

This unit standard addresses the following critical cross-field outcomes:

- Identify and solve problems using critical and creative thinking: *planning for contingencies, candidates with special needs, problems that arise during moderation, suggesting changes to moderation following review.*
- Work effectively in a team using critical and creative thinking: *working with assessors and other relevant parties during moderation, as well as post-moderation.*
- Organize and manage oneself and one's activities: *planning, preparing, conducting and recording the moderation.*
- Collect, analyse, organize and critically evaluate information: *gather, evaluate and judge evidence and the assessment process.*
- Communicate effectively: *communicate with assessors and other relevant parties during moderation, and provide feedback.*
- Demonstrate the world as a set of related systems: *understanding the impact of moderation assessment on individuals, organisations and the credibility of recognition through NQF systems.*
- Be culturally and aesthetically sensitive across a range of social contexts: *plan, conduct and give feedback on moderation in a culturally sensitive manner.*

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:

- The role and function of moderation – *directly assessed through assessment criterion 1.1 and indirectly assessed throughout the unit standard.*
- Moderation methods – *directly assessed through assessment criterion 1.2 and 2.5, and indirectly assessed through application throughout the standard.*
- Principles of assessment – *directly assessed through assessment criterion 1.3, and indirectly assessed via a requirement to judge whether the principles are applied by assessors.*
- Principles and practices of RPL – *assessed in terms of the requirement for candidate moderators to moderate RPL-related assessments.*
- Methods of assessment – *directly assessed through assessment criterion 1.4, and indirectly when checking the appropriateness and fairness of assessment methods used by assessors*
- 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
- Knowledge of quality assurance policy and procedures
- Understanding of organisational or institutional contexts

Supplementary information:

Definition of Terms:

The following terms are defined as used within this and related unit standards:

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

In general, Assessment Guides include descriptions of the approach to the assessment, assessment conditions, assessment activities, instructions to assessors and candidates/learners, assessment methods, assessment instruments (e.g. scenarios, role-plays, questions, tasks), resource requirements, guidance for contextualising assessments, relevant standard operating procedures, administrative procedures, moderation requirements, assessment outcomes and criteria, observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics.

- *assessment method*: - for the most part, assessment methods relate to what an assessor does to gather and evaluate evidence. Assessment methods include observing candidates, questioning candidates, interviewing supervisors/colleagues/managers of candidates, listening to candidates, reviewing written material, testing products.
- *assessment principles*: - see more detailed definitions in next section.
- *candidate/learner*: - person whose performance is being assessed by an assessor. Such people include those who may already be competent, but who seek assessment for formal recognition (candidates), as well as those who may have completed or are in the process of completing learning programmes (learners).
- *candidate-assessor*: - the person who is being assessed against this particular unit standard.
- *evaluative expertise*: - the ability to judge the quality of a performance in relation to specified criteria consistently, reliably and with insight. Evaluative expertise implies deep subject matter

understanding and knowledge about the outcomes being assessed at a theoretical and practical level, but does not necessarily include practical competence in the outcome.

- *evidence*: - tangible proof produced by or about individuals, that can be perceived with the senses, bearing a direct relationship to defined outcomes and criteria, based on which judgements are made concerning the competence of individuals. Evidence includes plans, products, reports, answers to questions, testimonials, certificates, descriptions of observed performances, peer review reports.
- *evidence facilitator*: - see assessment facilitator
- *performance*: - includes demonstration of skills, knowledge, understanding and attitudes, and the ability to transfer these to new situations.
- *portfolio of evidence*: - a carefully organised and complete collection of evidence compiled by candidates/learners to prove competence in relation to defined outcomes.
- *RPL* – Recognition of Prior Learning means the comparison of the previous learning and experience of a learner against specified learning outcomes required for:
 - The award of credits for a specified unit standard or qualification,
 - access to further learning,
 - recognition in terms of meeting minimum requirements for a specific job,
 - placement at a particular level in an organisation or institution, or
 - advanced standing or status.

This means that regardless of where, when or how a person obtained the required skills and knowledge, it could be recognised for credits. In this sense, RPL is an important principle of the NQF. RPL involves an assessment process of preparing for RPL, engaging with RPL candidates, gathering evidence, evaluating and judging evidence in relation to defined criteria, giving feedback and reporting results. Given that the all candidates are assessed against the same criteria, credits awarded through RPL are therefore just as valid as credits awarded through any other assessment process.

- *standards-based assessment*: - a planned process for gathering and judging evidence of competence in relation to pre-determined criteria within an outcomes-based paradigm.

Principles of assessment:

METHODS/ACTIVITIES OF ASSESSMENT

- *Appropriate*: The method of assessment is suited to the outcome being assessed i.e. is capable of gathering evidence in relation to the intended outcome, and not something else.
- *Fair*: The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.
- *Manageable*: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integrated into work or learning*: Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as *naturally occurring evidence*).

EVIDENCE

- *Valid*: The evidence focuses on the requirements laid down in the relevant standard and matches the evidence requirements of the outcome/s at hand under conditions that mirror the conditions of actual performance as closely as possible
- *Current*: The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
- *Authentic*: The assessor is satisfied that the evidence is attributable to the person being assessed.

- *Sufficient*: The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future i.e. the performance to standard is not a “once-off”.

OVERALL ASSESSMENT PROCESS

- *Systematic*: The overall process ensures assessment is fair, effective, repeatable and manageable.
- *Open*: The process is transparent i.e. assessment candidates understand the assessment process and the criteria that apply and can contribute to the planning and accumulation of evidence.
- *Consistent*: The same assessor would make the same judgement again in similar circumstances and judgements match judgements made on similar evidence.

Notes to assessors:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across *the entire range*, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Although evidence must be obtained in terms of all the assessment criteria, do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be assessed through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible. This standard has specified the minimum requirement, but assessors may require more within various assessment contexts.
- All assessments should be conducted in line with the assessment principles defined above.

Title:	Design and develop standards-based assessments
Level:	6
Credit:	10
Field:	Education, Training and Development
Sub-field:	All ETD sub-fields
Issue date:	14 February 2001
Revised:	14 January 2004

Review date:**Purpose:**

This unit standard is for people who design and develop assessments to facilitate consistent, credible, reliable, fair, and unbiased assessments against given standards, including national curriculum statements, unit standards, exit level outcomes or qualifications. This unit standard will contribute towards the achievement of a variety of qualifications particularly within the field of Education Training and Development Practices and Human Resource Development.

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

- demonstrate understanding of design principles of standards-based assessment,
- design assessments based on an analysis of standards and assessment contexts,
- develop assessment activities,
- develop assessment guides, and
- evaluate assessment designs and guides.

Learning assumed to be in place:

The credit calculation is based on the assumption that those entering programmes to learn towards this unit standard:

- have already achieved unit standard NLRD 7978: Conduct standards-based assessment, or equivalent,
- are competent in the relevant field in which they are designing assessments, or have access to subject matter experts, and
- are able to analyse and interpret the relevant standards.

Range statement:

This is a generic assessment unit standard, and candidates can be assessed within any field of learning in line with their subject matter expertise.

1. This is a generic assessment unit standard, and candidates can design and develop assessments within any field of learning in line with their subject matter expertise. For the purposes of assessment of this unit standard, candidates should have access to the relevant standards for which assessments will be designed. However, the assessment of candidate-designers *will only be valid for award of this unit standard* if the following requirements are met:
 - The credit value for the assessment/s designed is worth 10 credits (or the equivalent of 10 credits). This means the candidate can design an assessment for a single standard worth 12 credits or more, or for a number of smaller standards collectively worth 10 credits.
 - The standard/s selected for design of assessments require assessment in relation to significant, meaningful and coherent outcome statements that includes assessment criteria and allows for judgements of competence in line with SAQA's definition of competence i.e. embraces foundational, practical and reflexive dimensions of competence. As a general guide, the standards selected should carry at least 4 credits each or the equivalent. Single-task assessments will not be valid for awarding this unit standard. Standards 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 assessment designer in terms of this unit standard. Thus candidate-assessors should select a standard that enables them to meet the requirement laid out here.
 - At least three assessment activities are designed in detail illustrating three different assessment methods.
 - Candidates produce evidence that they can design assessments in RPL situations **and** for candidates who may have fairly recently acquired the necessary knowledge and skills through courses or learning programmes.
2. For the purposes of assessment against this unit standard, candidates 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.

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 design principles of standards-based assessment.

Assessment criteria:

- 1.1 Standards-based and traditional approaches to assessment design are contrasted in terms of key similarities, differences, advantages and disadvantages.
Range:
Similarities and differences include assessment methodology, advantages to learners, employers and institutions, impact on learners and assessors, and means of reporting results.
- 1.2 Key differences are identified in the approach to designing assessments for RPL-candidates and for programme-based assessments.
- 1.3 Different assessment methods are described and justified in relation to particular contexts, and their advantage over other possible options.
Range:
The description of methods should cover situations for gathering evidence of abilities in problem solving, comprehension, analysis and synthesis, evaluation, practical and technical skills, attitudinal skills and values.
- 1.4 Key principles of assessment are described and illustrated in terms of their impact on assessment design, and ultimately assessment practice and results.
Range:
See "Definition of Terms" for a definition of principles of good assessment principles.
- 1.5 Scenarios are provided to illustrate the manner in which questioning approaches impact on the validity of assessments.
Range:
Open versus closed questions, leading questions, probing questions

Specific outcome 2:

Design assessments based on an analysis of standards and assessment contexts

Range:
"Standards" could include national curriculum statements, assessment standards, unit standards, exit level outcomes, qualifications, or any other documents which define outcomes to be assessed and the criteria based on which judgements of competence are to be made.

Assessment criteria:

- 2.1 The design addresses the need for cost-effectiveness and takes into account the results of previous assessments, special needs of candidates, assessment contexts, the accessibility and safety of the environment and contingencies.
- 2.2 Assessment activities, instruments and resources selected are appropriate to the outcomes to be assessed and the assessment candidates, and have the potential to enable valid and sufficient evidence collection. The design accommodates the possibility of RPL.

- 2.3 Potential unfair barriers to achievement by candidates are identified and the design addresses such barriers without compromising the validity of the assessment.
Range:
Unfair barriers could relate to issues such as language or disabilities.
- 2.4 The design ensures holistic, integrated and comprehensive assessment using a range of potential sources and types of evidence.
- 2.5 Opportunities for gathering naturally occurring evidence are identified and planned whenever possible, so as to improve assessment efficiency and match assessment conditions to real performance conditions.
Range:
Naturally occurring evidence refers to evidence gathered during the normal course of actual work or performance.

Specific outcome 3:

Develop assessment activities.

Range:

Candidates are to provide evidence for the development of activities that assess:

- *Psychomotor skills: through methods such as observation of naturally occurring evidence, simulations, skills tests, assessment of products.*
- *Cognitive skills: fixed and open response, written and oral items.*
- *Value and attitudinal orientation*

Assessment criteria:

- 3.1. The activities facilitate the production of valid, sufficient, authentic and current evidence, matching the requirements of the given standard.
- 3.2 Activities promote integrated assessment as far as possible and enable combinations of outcomes to be assessed simultaneously where possible.
- 3.3 The activities are appropriate, fair and manageable, and are consistent with the defined purpose of the assessment, including the possibility of RPL.
Range:
See "Definition of Terms" for a definition of appropriate, fair and manageable.
- 3.4 Communication intended for candidates is appropriate to the candidates and assessment context, and provides clear direction without influencing candidates towards particular responses.
- 3.5 The activities are described in sufficient detail to facilitate effective and efficient assessments, but with sufficient opportunities for assessors to adapt and contextualise the activities as required within the assessment context. Where appropriate, guidance is provided for contextualising the activities.
- 3.6 Activities meet cost and time requirements and any other constraints within the assessment context.
- 3.7 Time allocated for the activities is realistic, can be justified in terms of the requirements of the standards and is sufficient for the nature of the performances being assessed.

Specific outcome 4:**Develop assessment guides.****Assessment criteria:**

- 4.1. The guide contains all the details needed by assessors to conduct assessments in line with defined assessment principles.

Range:

Details concerning at least: the approach to assessment, outcomes to be assessed; types and quality of evidence to be collected (including cognitive, affective and psychomotor); assessment methods to be used; resources required; conditions of assessment; timing of assessment; time-limits where applicable, sequence and schedules of activities; accountabilities; deadlines; relevant standard operating procedures, administrative procedures, moderation arrangements, and instructions to assessors, candidates, and support personnel.

- 4.2. The guide provides clear details of the assessment activities in line with the assessment design, so as to facilitate fair, reliable and consistent assessments by assessors. The activities are presented in a form that allows for efficient communication of requirements.
- 4.3. The structure of the guide promotes efficient and effective assessment. It further facilitates the recording of data before, during and after the assessment for purposes of record keeping, assessment judgements and moderation of assessment.
- 4.4. The guide includes all support material and/or references to support material, including observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics as applicable.
- 4.5. The guide makes provision for review of the assessment design, and is presented in a format consistent with organisational quality assurance requirements.

Specific outcome 5:**Evaluate assessment designs and guides.****Range:**

Candidates to provide evidence of the ability to identify and make recommendations on strengths and weaknesses of assessment guides

Assessment criteria:

- 5.1. Methods are appropriate and sufficient to evaluate the quality of the assessment design and guides in relation to good assessment principles and the intention of the assessment reflected in the standards.
- 5.2. The evaluation results are described and justified in terms of the principles of good assessment and based on evidence from a variety of sources, including empirical data, moderation findings and stakeholder feedback.
- 5.3. Recommendations contribute towards the improvement of assessment design and guides to facilitate assessments in line with the requirements of the given standards and the purposes of the assessment.

- 5.4 The evaluation is carried out in line with quality assurance requirements, including moderation requirements, and contributes towards enhancing the credibility and integrity of the recognition system.

Accreditation and moderation:

- A candidate-assessor 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.
- Anyone assessing a candidate-designer against this unit standard must be registered as an *assessor of assessment design* with the relevant ETQA. In particular, such 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.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

NOTES

Critical cross-field outcomes:

This unit standard addresses the following critical cross-field outcomes:

- Identify and solve problems using critical and creative thinking: *planning for contingencies, candidates with special needs, problems that could arise during assessment, suggesting changes to assessment following evaluation of the design.*
- Organize and manage oneself and one's activities: *planning the assessment, assessment activities and assessment guide.*
- Collect, analyse, organize and critically evaluate information: *determine evidence requirements and sources, evaluate the quality of assessment guides.*
- Communicate effectively: *communicate all assessment requirements and processes in writing.*
- Demonstrate the world as a set of related systems: *understanding the impact of assessment on individuals and organisations.*
- Be culturally and aesthetically sensitive across a range of social contexts: *plan and design assessments in a culturally sensitive manner.*

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:

- Principles of assessment – *directly assessed through assessment criterion 1.4, and indirectly assessed via a requirement to apply the principles throughout the standard.*
- Principles and practices of RPL – *directly assessed through assessment criteria 1.2, 2.2 and 3.3, as well as through application in the rest of the standard.*
- Methods of assessment – *directly assessed through assessment criterion 1.3, and indirectly assessed through application of the methods when designing activities, Specific outcome 3.*
- 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

Supplementary information:

Definition of Terms:

The following terms are defined as used within this and related unit standards:

- *assessment*: - a process in which evidence is gathered and evaluated against agreed criteria in order to make a judgement of competence.
- *assessment activities*: - what a candidate does or is involved in as a means of producing evidence e.g. designing things, making things, repairing things, reporting on something, answering questions, solving problems, demonstrating techniques.
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- *assessment facilitator (or evidence facilitator)*: - a person who works within particular contexts, under the supervision of registered assessors, to help candidates/learners gather, produce and organise evidence for presentation for assessment.
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 - how will the assessment take place?
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In general, Assessment Guides include descriptions of the approach to the assessment, assessment conditions, assessment activities, instructions to assessors and candidates/learners, assessment methods, assessment instruments (e.g. scenarios, role-plays, questions, tasks), resource requirements, guidance for contextualising assessments, relevant standard operating procedures, administrative procedures, moderation requirements, assessment outcomes and criteria, observations sheets, checklists, possible or required sources of evidence and guidance on expected quality of evidence including exemplars, memoranda or rubrics.

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- *Candidate-assessor*: - the person who is being assessed against this particular unit standard.
- *evaluative expertise*: - the ability to judge the quality of a performance in relation to specified criteria consistently, reliably and with insight. Evaluative expertise implies deep subject matter understanding and knowledge about the outcomes being assessed at a theoretical and practical level, but does not necessarily include practical competence in the outcome.
- *evidence*: - tangible proof produced by or about individuals, that can be perceived with the senses, bearing a direct relationship to defined outcomes and criteria, based on which judgements are made concerning the competence of individuals. Evidence includes plans, products, reports, answers to questions, testimonials, certificates, descriptions of observed performances, peer review reports.

- *evidence facilitator*: - see assessment facilitator
- *performance*: - includes demonstration of skills, knowledge, understanding and attitudes, and the ability to transfer these to new situations.
- *portfolio of evidence*: - a carefully organised and complete collection of evidence compiled by candidates/learners to prove competence in relation to defined outcomes.
- *RPL* – Recognition of Prior Learning means the comparison of the previous learning and experience of a learner against specified learning outcomes required for:
 - The award of credits for a specified unit standard or qualification,
 - access to further learning,
 - recognition in terms of meeting minimum requirements for a specific job,
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This means that regardless of where, when or how a person obtained the required skills and knowledge, it could be recognised for credits. In this sense, RPL is an important principle of the NQF. RPL involves an assessment process of preparing for RPL, engaging with RPL candidates, gathering evidence, evaluating and judging evidence in relation to defined criteria, giving feedback and reporting results. Given that the all candidates are assessed against the same criteria, credits awarded through RPL are therefore just as valid as credits awarded through any other assessment process.

- *standards-based assessment*: - a planned process for gathering and judging evidence of competence in relation to pre-determined criteria within an outcomes-based paradigm.

Principles of assessment:

METHODS/ACTIVITIES OF ASSESSMENT

- *Appropriate*: The method of assessment is suited to the outcome being assessed i.e. is capable of gathering evidence in relation to the intended outcome, and not something else.
- *Fair*: The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand.
- *Manageable*: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integrated into work or learning*: Evidence collection is integrated into the work or learning process where this is appropriate and feasible. (Often referred to as *naturally occurring evidence*).

EVIDENCE

- *Valid*: The evidence focuses on the requirements laid down in the relevant standard and matches the evidence requirements of the outcome/s at hand under conditions that mirror the conditions of actual performance as closely as possible
- *Current*: The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
- *Authentic*: The assessor is satisfied that the evidence is attributable to the person being assessed.
- *Sufficient*: The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently in the future i.e. the performance to standard is not a “once-off”.

OVERALL ASSESSMENT PROCESS

- *Systematic*: The overall process ensures assessment is fair, effective, repeatable and manageable.
- *Open*: The process is transparent i.e. assessment candidates understand the assessment process and the criteria that apply and can contribute to the planning and accumulation of evidence.

- *Consistent*: The same assessor would make the same judgement again in similar circumstances and judgements match judgements made on similar evidence.

Notes to assessors:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across *the entire range*, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Although evidence must be obtained in terms of all the assessment criteria, do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be assessed through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible. This standard has specified the minimum requirement, but assessors may require more within various assessment contexts.
- All assessments should be conducted in line with the assessment principles defined above.