



Conduct Outcomes-Based Assessment

This course is accredited with the ETDPSETA: Education, Training and Development Practices Sector Education and Training Authority and covers unit standard “115753” NQF level 5, 15 Credits

All training programs are Outcome Based and are assessed according to various Unit Standards and Outcomes.

Assessment criteria consists of a Formative Assessment, In-Class Assessments and Summative Assessment.

Course Duration

Duration: 3-day course

Day 1: Theory

08:00 am – 15:00 pm (15-minute break and Lunch break)

In-Class Activities and Assessments

Day 2: Theory

08:00 am – 15:00 pm (15-minute break and Lunch break)

In-Class Activities and Assessments

Day 3: Theory

08:00 am – 15:00 pm (15-minute break and Lunch break)

In-Class Activities and Assessments

Course Overview

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.
- ✿ Review assessments.

Learning Assumed to Be in Place and Recognition of Prior Learning

The credit calculation assumes that those starting this unit standard have no previous assessment experience.

Learning Outcomes

- ☀ Demonstrate Understanding of Outcomes-Based Assessment.
 - Highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.
 - RPL is explained in terms of its purpose, processes and related benefits and challenges.
 - A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.
 - 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.
 - 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.
 - The approach to giving feedback on assessment results is described in terms of the possible impact on candidates and further learning and assessment.

- ☀ Prepare for Assessments.
 - Preparation of assessment resources, logistics, documentation, and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.
 - 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.

- Parties include assessment candidates and moderators, and may include assessment facilitators and/or assistants, teachers, trainers, invigilators, and safety personnel.
- All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.
- Assessment details are explained to candidates clearly and constructively.
- Assessment details cover the specific purpose, process, expectations, roles, responsibilities, and appeals procedures related to the assessment at hand
- Inputs are sought from candidates regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities.
- Candidate readiness for assessment is confirmed.

☀ Conduct Assessments.

- Assessment practices promote effective, manageable, fair, and safe assessment in line with quality assurance requirements.
- 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.
- Questioning techniques are appropriate and have the potential to successfully elicit appropriate responses.
- Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable, and fair assessment judgements to be made.
- Records of the assessment are in line with the requirements of the organisation's quality assurance system.

☀ Provide Feedback on Assessments.

- Feedback is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.

- 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.
- The type and manner of feedback is constructive, culturally sensitive and related to the relevant party's needs.
- Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and explanations concerning the entire assessment.
- Disputes and/or appeals that arise are dealt with according to the assessment policy.
- Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.

☀ Review Assessments.

- The review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign.
- Feedback from relevant parties is analysed and used to influence future assessments positively.
- 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.
- Weaknesses in the assessment arising from poorly defined outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.

Competency Scores

- ☀ All learners are to achieve 80% and above for Theoretical Assessments.

Training Aids

- ☀ Slide Show Presentation



**All our Learners are provided with:
Outcomes Based Assessment Training Manual
Certificate on completion of the course**

Awaken your individual and organisational potential by contacting us today, we look forward to hearing from you!