Assessor Workshop
3-day Course Outline

Unit Standard 115753 and 115755

**Description:** Top Training Solutions will conduct a 3-day training programme on assessment. The training materials and activities are integrated and aligned to the national assessment unit standards, namely:

- **ID 115753 Conduct Outcomes Based assessment, NQF Level 5, 15 credits;** and
- **ID 115755 Design and Develop Outcomes Based Assessment, NQF Level 6, 10 credits**

Top Training Solutions is fully accredited with the ETDP SETA and has extensive experience in the field ofOccupationally-Directed Education, Training and Development Practices.

**The following outcomes are covered during the training programme:**

**Demonstrate understanding of outcomes-based assessment.**

- Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.

- 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.

- A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.

- 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.

**Design outcomes-based assessments.**

- The design addresses the need for cost-effectiveness and takes into account the overall assessment plan, results of previous assessments, special needs of candidates, assessment contexts, and where applicable, the accessibility and safety of the environment and contingencies.

- Assessment activities, instruments and resources selected are appropriate to the outcomes to be assessed and the assessment candidates, and have the potential to enable the collection of valid and sufficient evidence. The design accommodates the possibility of RPL.

- Potential unfair barriers to achievement by candidates are identified and the design addresses such barriers without compromising the validity of the assessment or possibilities for continued learning.

- The design ensures holistic, integrated and comprehensive assessment using a range of potential sources and types of evidence.

- 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 where applicable.

**Develop assessment activities.**

- The activities facilitate the production of valid, sufficient, authentic and current evidence, matching the requirements of the given outcome statement/s.

- Activities promote integrated assessment as far as possible and enable combinations of outcomes to be assessed simultaneously where possible.

- The activities are appropriate, fair and manageable, and are consistent with the defined purpose of the assessment, including the possibility of RPL.
Communication intended for candidates is appropriate to the candidates and assessment context, and provides clear direction without influencing candidates towards particular responses.

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.

Activities meet cost and time requirements and any other constraints within the assessment context.

Time allocated for the activities is realistic, can be justified in terms of the requirements of the outcomes and is sufficient for the nature of the performances being assessed.

Develop assessment guides.

Guides contain all the details needed by assessors to conduct assessments in line with defined assessment principles.

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.

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.

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.

The guide makes provision for review of the assessment design, and is presented in a format consistent with organisational quality assurance requirements.
Prepare to conduct 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.

- 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. Opportunities for clarification are provided and responses promote understanding of the requirements.

- 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.

- Candidate readiness for assessment is confirmed. In cases where candidates are not yet ready, actions taken are in line with assessment policies.

Conduct assessments.

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

- 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. Communication with candidates
is non-leading, and is appropriate to the assessment at hand and the language ability of the candidate.

- Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.

- Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.

- 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.

**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. Sufficient information is provided to enable the purpose of the assessment to be met, and to enable parties to make further decisions.

- 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.

Evaluate assessment designs and guides.

- 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.
- 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.
- Recommendations contribute towards the improvement of assessment design and guides to facilitate assessments in line with the requirements of the given outcome statements and the purposes of the assessment.
- 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.

**Approach:** The training is very interactive to ensure maximum participation and transferability.

Formative assessment is carried out throughout the 3 days via group activities. Learners will demonstrate competence on the third day of training by conducting
a dummy-assessment and a complete observation of skill and process will be
carried out by the Facilitator.

Summative assessment commences after the training in the form of a summative
assignment, which the learners will need to complete within their workplace.
The assessment guide template is provided to learners in electronic form to
assist them with their summative assignment (Portfolio of Evidence).

**Time-frame:** After the 3-days initial training, the learners have a period of 3
months in which to complete the activities and summative assignment (portfolio
of evidence).

**Deliverables:**

- Assessors trained up by experts within the field of assessment
- Quality training manuals that can be used for future reference
- Assessment Guide Template to assist the learners in the
  completion of their Summative assignment (POE).

**Assessment, moderation and verification**

**Description:** Each learner’s Summative assignment (portfolio of evidence) will
be assessed, moderated and verified before certification may be granted.

**Approach:** Top Training Solutions will quality assure all work completed by
the learners using constituent assessors and moderators.

**Time-frame:** It is anticipated that the assessment and moderation of the
learners work should be completed within a period of 2 weeks. The endorsement
of learner achievement and certification will be conducted by the ETDP ETQA.

**Deliverables:**

- Competent assessors within the organisation
- Quality assured learner POE
- Verified and certified assessors that can be registered with the
  ETDQA