Working with Assessment Guides

October 2004
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## 1. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards.</td>
</tr>
<tr>
<td>Assessment Guide</td>
<td>The document sets out what will be assessed, and what evidence needs to be generated.</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>Document used to plan the assessment process.</td>
</tr>
<tr>
<td>Assessment Process</td>
<td>Incorporates all activities that form part of the assessment.</td>
</tr>
<tr>
<td>Assessment System</td>
<td>Outlines the policies, procedures and implementation at an operational level.</td>
</tr>
<tr>
<td>Coaching</td>
<td>A training method in which an experienced individual guides the learner towards acquiring specific skills.</td>
</tr>
<tr>
<td>Competent</td>
<td>Learners are declared competent when they meet the outcomes of the unit standard.</td>
</tr>
<tr>
<td>ETQA</td>
<td>The Education Training Quality Assurance Body is responsible for ensuring quality training and development within a specific sector.</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Refers to the assessment that takes place during the process of learning. The assessment provides an indication of how the learning is progressing. Additional training needs may be identified during the process.</td>
</tr>
<tr>
<td>Learnerships</td>
<td>A Learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory).</td>
</tr>
<tr>
<td>Mentor</td>
<td>A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counselor.</td>
</tr>
<tr>
<td>Moderation</td>
<td>A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate.</td>
</tr>
<tr>
<td>NQF</td>
<td>The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to eight bands.</td>
</tr>
<tr>
<td>NYC</td>
<td>Not Yet Competent</td>
</tr>
<tr>
<td>OBET</td>
<td>Outcomes Based Education and Training</td>
</tr>
<tr>
<td>QMS</td>
<td>Quality Management System</td>
</tr>
<tr>
<td>Qualifications</td>
<td>A group of unit standards that have been clustered together to make up a registered qualification. There are 3 types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr).</td>
</tr>
<tr>
<td>Quality System Audits</td>
<td>Audits conducted by Setas to ensure that providers and employers are providing education and training of an acceptable standard.</td>
</tr>
<tr>
<td>RPL</td>
<td>A process whereby learners are assessed and given credit for learning that has already taken place within the workplace.</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
</tr>
<tr>
<td>SDA</td>
<td>Skills Development Act</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SDF</td>
<td>Skills Development Facilitator</td>
</tr>
<tr>
<td>Seta</td>
<td>Sector Education and Training Authority</td>
</tr>
<tr>
<td>SGB</td>
<td>Standards Generating Bodies</td>
</tr>
<tr>
<td>Skills Programmes</td>
<td>Occationally based learning intervention that uses providers to train learners towards the achievement of national unit standards.</td>
</tr>
<tr>
<td>SME</td>
<td>Subject Matter Expert</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence.</td>
</tr>
<tr>
<td>Training Providers</td>
<td>Organisations or individuals that provide learning. These include technical colleges, technikons, distance education institutions, universities, private providers or company in-house training divisions.</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF.</td>
</tr>
<tr>
<td>VACCS</td>
<td>An assessment tool, which asks whether evidence is valid, authentic, current, consistent and sufficient.</td>
</tr>
<tr>
<td>WSP</td>
<td>Workplace Skills Plan</td>
</tr>
</tbody>
</table>
2. Foreword

In order to facilitate strategic skills development in the sector, Fasset funded a Skills Development Facilitator (SDF) Excellence Programme. The aim of this programme was to enhance the existing base of SDF skills within the sector. The programme’s objectives are to inform, develop and support SDFs registered with Fasset in order to improve skills development implementation in the workplace, by applying best practices.

To continue this support, Fasset has developed a series of seven booklets to serve as resources and references to SDFs. The titles in the series are:

- Implementing SAQA and SDA Legislation in the Workplace
- Skills Planning
- Implementing and Conducting an Assessment in the Workplace
- Working with Assessment Guides
- Aligning Learning Interventions to the NQF
- Implementing Learnerships
- Implementing Quality Management Systems

This particular booklet, Working with Assessment Guides, has been compiled to assist SDFs with reading and interpreting assessment guides in the workplace.

A ‘how to’ approach has been adopted. Internet links and hyperlinks have been provided for easy access to supporting documentation.

This booklet covers the following:

- What is an Assessment Guide?
- The Six Steps to Developing an Assessment Guide
- How to Read an Assessment Guide
3. The Assessment Guide

This chapter covers the following:

- The Assessment Guide
- Principles of good assessment
- Methods of assessment

3.1 Introduction

An Assessment Guide is the document that an assessor would use to prepare for and conduct an assessment in the workplace.

Assessment Guides need to be developed for all Unit Standards that have been identified within the workplace. The person(s) who have been tasked with developing Assessment Guides will use the identified Unit Standards and develop the guide to assess against the Unit Standard.

Throughout this process, developers will ensure that the guide is developed according to the Principles of Good Assessment. Only the most appropriate and valid assessment methods will be chosen to assess the skills and knowledge required for the specific unit standard. "Reliable" activities will be developed in terms of the results that the activity needs to yield. Validity is of utmost importance: this should always be tested before the learner is exposed to the guide.

These measures will ensure that the assessment is fair. Furthermore, they will also assist the assessor to prepare for the assessment.

An assessment should always be completely transparent: this should be explained to the candidate beforehand.

3.2 Principles of Good Assessment

The Principles of Good Assessment are the building blocks of the NQF. The Principles of Good Assessment listed below should be used in the design and development of Assessment Guides:

- Fairness
- Validity
- Reliability
- Transparency / Openness
- Appropriateness
- Systematic recording of the assessment process
- Cost effectiveness (utility)
- Integrated into work and/or learning
- Manageable
- Reasonable adjustment
- Consistency
When designing or developing Assessment Guides, validity, reliability and appropriateness are the 3 most important principles to consider. Guidelines for improving each of these principles are detailed below.

**Ways to Improve Validity**

- Developers should wherever possible, be subject matter experts who are competent to develop appropriate assessments.
- Each specific outcome of the Unit Standard must be linked to a valid assessment method.
- Assessment Guides must contain specific instructions to the assessor not to make any adjustments to the Assessment Guide without first checking with the guide developers and motivating their case to do so.

**Ways to Improve Reliability**

- Instructions should be clear, standardised and unambiguous.
- Assessment Guides should be clear and standardised at all times.

**Ways to Improve Appropriateness**

- Developers should be well trained and familiar with all methods of assessment.
- Assessment Guides should specify appropriate assessment methods.
- Developers should be familiar with the job context of the learner and be aware of opportunities to gather naturally occurring evidence in the assessment of competence.

3.3 Methods of Assessment

When designing or developing the Assessment Guide, the most appropriate method of assessment needs to be used in order to develop the assessment activity.

Various methods of assessment can be used in the workplace. However, different methods may be better suited to a particular Unit Standard or specific outcome.

Developers need to be familiar with the different methods of assessment in order to be able to develop an Assessment Guide, which takes cognisance of a range of different assessment activities.

The assessment method must be appropriate for:

- Assessing the specific assessment criteria
- The context of the assessment
<table>
<thead>
<tr>
<th>Main Methods of Assessment</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td></td>
</tr>
<tr>
<td>Observation refers to an assessor observing a learner carrying out a particular activity as a normal part of his/her workplace responsibilities. This method is particularly suited to evaluating process as well as practical skills.</td>
<td>Watching a learner operate a particular machine in a production line as part of his/her daily duties in the workplace.</td>
</tr>
<tr>
<td><strong>Simulations</strong></td>
<td></td>
</tr>
<tr>
<td>This method is designed to reproduce the essential characteristics of the real working experience in which the learner is expected to be competent. The learning/assessment environment must be created with careful attention to the design and planning of situational variations, which the learner is expected to handle. These simulations are particularly appropriate when the real life situation is hazardous.</td>
<td>A fire warden demonstrating his/her fire fighting skills and knowledge in a “controlled” fire simulation.</td>
</tr>
<tr>
<td><strong>Computer Simulation</strong></td>
<td></td>
</tr>
<tr>
<td>Mirrors actual activities and conditions on a computer screen. This method is suited to the assessment of complex technical skills, or where actual conditions are too dangerous or costly for assessment to take place through observation and/or demonstration.</td>
<td>A pilot flying an aeroplane under adverse weather conditions in a simulator.</td>
</tr>
<tr>
<td><strong>Role Playing</strong></td>
<td></td>
</tr>
<tr>
<td>Role playing is used to enable the learner to demonstrate his/her competence in the areas of interpersonal and communication skills. Role-playing in loosely structured and learners are given particular roles to enact. It is most beneficial to discuss the role-play once it has finished. The learner should be provided with feedback.</td>
<td>Role-playing: an angry customer phones a Call Centre to measure a learner’s customer service skills.</td>
</tr>
<tr>
<td><strong>Demonstrating and Questioning</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrating refers to an assessor observing a structured practical activity, which would not form a normal part of the learner’s workplace activities at the specific time of the assessment. This involves the assessor questioning the learner on what he/she is doing in the demonstration to illicit knowledge and understanding. This method is suited to evaluating process as well as practical skills.</td>
<td>Asking a learner to demonstrate his/her ability to change the tyre of a motor vehicle and questioning him/her about the process.</td>
</tr>
<tr>
<td>Main Methods of Assessment</td>
<td>Example</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Pen and Paper Tests</strong></td>
<td></td>
</tr>
<tr>
<td>These are written test and are often used to measure the extent of a learner’s factual knowledge. They consist of a series of questions related to the assessment criteria.</td>
<td>A written test relating to the knowledge of the safety regulations of the manufacturing plant.</td>
</tr>
<tr>
<td>In terms of more complex Unit Standards, it may be appropriate for the learner to demonstrate his/her analytical thinking skills in essay form.</td>
<td>Discuss in essay form your motivation for promoting your company’s safety policy in terms of best practice and competitive advantage at a strategic level.</td>
</tr>
<tr>
<td><strong>Case Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Case studies are an appropriate method of assessment when evaluating a learner’s ability to understand a given scenario and respond to a series of relevant questions.</td>
<td>Case study assessing an HR Manager’s understanding of organisational development issues impacting on company XYZ and the development of appropriate action plans.</td>
</tr>
<tr>
<td><strong>Oral Tests</strong></td>
<td></td>
</tr>
<tr>
<td>Can be used as an adjunct to practical demonstration or to test speed and accuracy or recall when these are essential to development of particular elements of competency. Oral questioning is also used to measure the understanding of factual knowledge. This method is particularly useful when the learner may not have the required literacy level for a pen and paper test, and where literacy is not a requirement for competence on a particular unit standard. Attention must be paid to the language used for the questions.</td>
<td>Oral questions relating to the understanding of why it is important to have safety standards in the workplace.</td>
</tr>
<tr>
<td><strong>Projects</strong></td>
<td></td>
</tr>
<tr>
<td>These are used on a largely unsupervised basis and can be carried out in the workplace or in a learning environment, though they may in some instances involve working in a group. The completed project is used as evidence from which the assessor makes a judgement. This method is suitable for long-term activities that are of a more complex nature.</td>
<td>A project on designing a marketing strategy to sell a product that has lost market share in the learner’s company.</td>
</tr>
<tr>
<td><strong>Portfolios</strong></td>
<td></td>
</tr>
<tr>
<td>A portfolio is a collection of evidence that relates to the work being assessed. A portfolio of evidence can include a variety of samples of the learner’s work. This method is also suitable for long-term activities that are of a more complex nature. These are useful for assessing skills achieved in the past.</td>
<td>An architect’s plans: this could also include client specifications as well as any other supporting documents.</td>
</tr>
<tr>
<td>Main Methods of Assessment</td>
<td>Example</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Computer-Based Assessment</td>
<td>This method involves the learner interacting with a specific computer programme designed to assess the learner’s knowledge and skill in a particular context. It may take the form of questions and answers, involve creative design or require more input from the assessor in terms of him/her seeking further responses or clarification.</td>
</tr>
</tbody>
</table>

| Self Assessment                   | The learner should be actively involved in his/her own assessment. The learner should check his/her understanding of the Unit Standard and monitor his/her progress against the assessment criteria by means of self-assessment exercises at several points during the learning process. The learner should also ensure that he/she is confident of his/her own competence prior to presenting himself/herself for final assessment by the assessor. |

| Example                          | The learner should be actively involved in his/her own assessment. The learner should check his/her understanding of the Unit Standard and monitor his/her progress against the assessment criteria by means of self-assessment exercises at several points during the learning process. The learner should also ensure that he/she is confident of his/her own competence prior to presenting himself/herself for final assessment by the assessor. |
4. **The Six Steps Required to Develop an Assessment Guide**

This chapter covers the following:

- The six steps required to develop an Assessment Guide

4.1 **Process to Follow when Developing Assessment Guides**

Although this booklet focuses on how to read Assessment Guides, it is useful for SDFs to have background knowledge of the process that is followed to develop Assessment guides. With knowledge of this process, the SDF will be armed with insight of the process and will therefore be in a better position to answer questions regarding the tools used to facilitate assessment in the workplace.

The following steps outline the development of an Assessment Guide:

**Step 1: Interpret Unit Standard**
- Identify what the Unit Standard requires the learner to be able to know and do
- Identify the critical specific outcomes and assessment criteria for which direct assessment methods are best suited

**Step 2: Complete Front Cover**
- State the Unit Standard details on the front cover sheet
- Record any special notes to the assessor and learner

**Step 3: Assessment Methods**
- What will be the best method of gathering evidence of competence?
- Explore how much of the evidence can be obtained by means of naturally occurring evidence in the workplace.
- Integrate assessment methods in order to develop a holistic assessment strategy.

**Step 4: Assessment Activities**
- Which activities will best facilitate gathering the required evidence?
- Use activities that will assess foundational, practical and reflexive competence (knowledge, skill and application respectively).
- Expand activities where possible to cover as much of the remaining specific outcomes and/or assessment criteria
- Develop model answers for the required evidence

**Step 5: List of Evidence**
- Check specific outcomes and assessment criteria against the unit standard
- Decide what evidence needs to be collected and record/store for the evidence file

**Step 6: Putting it all Together**
- Collate the information in the correct sequence
- Attach Assessment Guide to Unit Standard

An example of an Assessment Guide follows.
### Assessment Guide Example

**Assessment Guide**

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Assessor</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry/Employee Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Standard Title</th>
<th>Communicating at an advanced level and maintaining interpersonal relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>DFL 04</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Credit</td>
<td>20</td>
</tr>
</tbody>
</table>

**Notes to Assessor**
See activity working papers and gather last 3 performance appraisals and copies of compiled reports and proposals from learner

**Notes to Learner**
See activity working papers and provide last 3 performance appraisals and copies of compiled reports and proposals to assessor

**Assessment Methods**
Role play, Oral/Practical/Project, Observation, Written

**Declaration of Competence**
This is to certify that the above-mentioned employee has been found to be competent / not yet competent on this unit standard.

______________________________
Signature: Learner

______________________________
Signature: Assessor
## Assessment Guide

**Unit Standard Name and Number**
Communicating at an advanced level and maintaining interpersonal relations – DFL 04

<table>
<thead>
<tr>
<th>Specific Outcomes and Assessment Criteria</th>
<th>Assessment Method</th>
<th>Assessment Activity</th>
<th>List of Evidence for Evidence File</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO3, AC2</td>
<td>Role play</td>
<td>Conflict role play</td>
<td>Completed checklist</td>
</tr>
<tr>
<td>SO1, SO2, AC1, AC7</td>
<td>Observation</td>
<td>Observation of meeting</td>
<td>Completed checklist</td>
</tr>
<tr>
<td>SO4, SO5, AC3</td>
<td>Oral / Practical / Project</td>
<td>Team building presentation</td>
<td>Completed checklist</td>
</tr>
<tr>
<td>SO5, SO7, AC5, AC6</td>
<td>Role play</td>
<td>Counseling role play</td>
<td>Completed checklist</td>
</tr>
<tr>
<td>SO8, AC8</td>
<td>Historical / Indirect evidence</td>
<td>Last 3 performance appraisals detailing negotiating skills</td>
<td>Last 3 performance appraisals</td>
</tr>
<tr>
<td>SO4</td>
<td>Indirect evidence</td>
<td>Critique proposals and reports generated recently</td>
<td>Copies and reports generated by learner</td>
</tr>
</tbody>
</table>
The following two checklists will be useful when going through the Assessment Guide:

<table>
<thead>
<tr>
<th>Checklist 1</th>
<th>X / ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The assessment methods to be used and the quality of evidence to be collected are included in the assessment guide.</td>
<td></td>
</tr>
<tr>
<td>2. All the resources required are included.</td>
<td></td>
</tr>
<tr>
<td>3. The conditions for the assessment</td>
<td></td>
</tr>
<tr>
<td>4. The timing of the assessment</td>
<td></td>
</tr>
<tr>
<td>5. Time limits</td>
<td></td>
</tr>
<tr>
<td>6. The sequence of assessment activities</td>
<td></td>
</tr>
<tr>
<td>7. Roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>8. Deadlines</td>
<td></td>
</tr>
<tr>
<td>9. Arrangements for moderation</td>
<td></td>
</tr>
<tr>
<td>10. Candidate details</td>
<td></td>
</tr>
<tr>
<td>11. Schedule of activities</td>
<td></td>
</tr>
<tr>
<td>12. Instructions to the assessor and learner – these must be very clear and unambiguous</td>
<td></td>
</tr>
<tr>
<td>13. Any additional support needed for the assessment</td>
<td></td>
</tr>
<tr>
<td>14. Assessment activity detail that is clear and allows for valid and reliable assessment</td>
<td></td>
</tr>
<tr>
<td>15. The Assessment Guide structure promotes efficient and effective assessment</td>
<td></td>
</tr>
<tr>
<td>16. Space for recording data both during and after the assessment for record keeping, assessment judgements and for moderation</td>
<td></td>
</tr>
<tr>
<td>17. Provision for the gathering and recording of evidence required to ensure the applied competence of the learner</td>
<td></td>
</tr>
<tr>
<td>Checklist 2</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>1. Is this assessment activity <strong>fair</strong>?</td>
<td></td>
</tr>
<tr>
<td>Will all learners have equal access to the resources needed to complete this activity?</td>
<td></td>
</tr>
<tr>
<td>Will this assessment activity discriminate against the learner in a manner unrelated to competence? (e.g. gender, race, etc)</td>
<td></td>
</tr>
<tr>
<td>Does the assessment activity clearly show what is being assessed?</td>
<td></td>
</tr>
<tr>
<td>2. Is this assessment activity <strong>valid</strong>?</td>
<td></td>
</tr>
<tr>
<td>Does this assessment activity measure what it says it does? (e.g. knowledge, understanding, skills, information, behaviour)</td>
<td></td>
</tr>
<tr>
<td>Are the assessment activities directly related to the Specific Outcomes and Assessment Criteria of the unit standard?</td>
<td></td>
</tr>
<tr>
<td>3. Is this assessment activity <strong>reliable</strong>?</td>
<td></td>
</tr>
<tr>
<td>Are the instructions to the learner and assessor clear, consistent and unambiguous?</td>
<td></td>
</tr>
<tr>
<td>Are there clear and objective checklists?</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Practicability</strong></td>
<td></td>
</tr>
<tr>
<td>Do the assessment activities make use of <strong>available</strong> financial resources, facilities, equipment and time?</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Ethics</strong></td>
<td></td>
</tr>
<tr>
<td>Has the assessment activity been designed with integrity?</td>
<td></td>
</tr>
<tr>
<td>Does the assessment activity facilitate the learner’s demonstration of competence?</td>
<td></td>
</tr>
</tbody>
</table>
5. Reading an Assessment Guide

This chapter covers the following:

- How to read and interpret Assessment Guides

5.1 Reading and Interpreting Assessment Guides

The previous chapters dealt with the theory behind the design and development of Assessment Guides. This chapter explores how Assessment Guides should be read and interpreted in the workplace.

The Assessment Guide has been “dissected” and each section will be highlighted and explained accordingly.
## Assessment Guide Example

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Assessor</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
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</tr>
<tr>
<td>First Name</td>
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<tr>
<td>Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The section above is only completed once the assessor has been “assigned” a learner. The assessor completes the personal particulars of both the learner and the assessor, for a particular assessment.

### Unit Standard Title

<table>
<thead>
<tr>
<th>Unit Standard Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating at an advanced level and maintaining interpersonal relations</td>
</tr>
</tbody>
</table>

The section above advises the assessor which Unit Standard this Assessment Guide has been developed to assess against.

<table>
<thead>
<tr>
<th>Number</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFL 04</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

**Unit Standard Number:** This states the relevant Unit Standard number, which has been assigned to the Unit Standard Title by SAQA upon registration.

**Level:**

The level of the Unit Standard is stated. This particular Unit Standard is an NQF Level 6 Unit Standard. The level informs the assessor of the complexity of the Unit Standard to be assessed.

**Credits:**

This is the amount of credit that the learner will be granted if they are found to be competent against this Unit Standard. This particular Unit Standard is worth 20 credits. This information informs the assessor that approximately 200 hours of notional learning has been taken to acquire this competence.
Notes to Assessor: This section details any specific requirements that the assessor needs to take heed of or to prepare for the assessment.

Notes to Learner: This note informs the learner of any specific requirements that might be his/her responsibility for the assessment. In this specific example, it is the learner's responsibility to provide/produce 3 appraisals and copies of the compiled reports and proposals.

Assessment Methods: Role play, Oral/Practical/Project, Observation, Written

Assessment Methods: This stipulates the methods of assessment that have been used to design/develop the assessment activities for this particular Unit Standard.

Moderation Notes: This stipulates any particular moderation requirements that may have been required by the ETQA or the internal moderation system. This particular Assessment Guide has no additional moderation requirements.

Declaration of Competence

This is to certify that the above-mentioned employee has been found to be competent / not yet competent on this unit standard.

__________________________________________     __________________________________________

Signature: Learner                                    Signature: Assessor

Declaration of Competence: This section must be signed by is the learner and assessor once the assessor has made his/her judgement of the evidence against the performance requirements of the Unit Standard. For moderation purposes, it is critically important that both the assessor and learner sign the Assessment Guide once the assessment decision has been made and the decision has been communicated to the learner.
## Assessment Guide

<table>
<thead>
<tr>
<th>Specific Outcomes and Assessment Criteria</th>
<th>Assessment Method</th>
<th>Assessment Activity</th>
<th>List of Evidence for Evidence File</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO3, AC2</td>
<td>Role play</td>
<td>Conflict role play</td>
<td>Completed checklist</td>
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</tbody>
</table>

### Specific Outcomes and Assessment Criteria
This section informs the assessor which specific outcomes and assessment criteria have been clustered together for assessment purposes so that these can be assessed using one assessment method. This is done in order to meet the requirements of the Principles of Good Assessment, i.e. that assessment should be cost effective and manageable. In the example above, specific outcome 3 and assessment criterion 2 have been clustered together and one of the assessment methods that will be used to assess them will be role-play.

### Assessment Method
This describes the method of assessment that would be most appropriate and valid to assess the evidence that the learner needs to demonstrate for competence.

### Assessment Activity
The assessment activity is the “task” that has been designed/developed using the method stated in the Assessment Guide. In this example, conflict role-play is the activity that has been designed.

### List of Evidence for Evidence File
This states the evidence that the learner needs to generate in order for the assessor to evaluate the evidence against the assessment criteria of the Unit Standard to make a decision of Competent or Not Yet Competent. In the example above, the evidence that needs to be generated is a completed checklist from observing the role play that the learner has been involved in.
6. Conclusion

The information contained in this booklet will bring you to an understanding of how to read and interpret assessment guides in order to support and implement assessment in the workplace.

Further details regarding the information contained in this booklet are available from the Fasset Call Centre or via the Fasset website.

7. Contact Details

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<thead>
<tr>
<th>Fasset</th>
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<tbody>
<tr>
<td>Telephone:</td>
<td>(011) 476 8570</td>
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<tr>
<td>Call Centre:</td>
<td>086 101 0001</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.fasset.org.za">www.fasset.org.za</a></td>
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<td>Website:</td>
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