Implementing and Conducting an Assessment in the Workplace

October 2004
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1. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal</td>
<td>An appeal may be lodged as a result of an unfair assessment. An appeal may be lodged as a result of an incident that occurs during the Learnership.</td>
</tr>
<tr>
<td>Assessment</td>
<td>A structured process for gathering evidence and making judgements 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>Term</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SDA</td>
<td>Skills Development Act</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>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 Facilitators (SDFs) 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, Implementing and Conducting an Assessment in the Workplace explains how to professionally and responsibly implement assessment in the workplace. A ‘how to’ approach has been adopted. Internet links and hyperlinks have been provided to supporting documentation.

This booklet covers the following:

- An overview of SAQA and SDA Legislation.
- Thinking about the Implementation of assessment within your own organisation.
- Understanding assessment in the current paradigm.
- Looking at the phases of the assessment with the learner.
- Understanding your overall role as assessor in the assessment Process.
- Understanding the dynamics of assessment.
- Preparing and planning for the assessment of the Learner, conducting the Assessment, concluding the Assessment and giving Feedback to the Learner.
- Understanding Moderation in the Assessment Process.

SDFs should also review SAQA’s Policy Document: Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications and SAQA’s Policy Document: Criteria and Guidelines for the Registration of Assessors.
3. Preparing the Workplace for Assessment

This chapter covers the following:

- what the new system of assessment entails
- what is required to ensure that the workplace is ready for assessment
- the SDFs role
- assessment policy and procedure documents

3.1 Understanding Assessment

This ‘new’ system of assessment is based on competence. The system shifts the focus from comparisons between learners, based on individual characteristics, to outcomes produced by the learner against an objective standard. The workplace is transformed into a learning environment: Assessment now occurs in the workplace as well as in traditional, formal learning situations.

3.2 Preparing the Workplace

An assessment system needs to be established before the workplace can be assessed. SAQA has provided guidelines and criteria for this purpose. There is some flexibility within set parameters.

The questions below will assist SDFs to establish whether their workplace is ready for assessment:

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>✓/✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you thought about your organisation’s ethos/culture? Does your organisation encourage/support/promote development of individuals?</td>
<td></td>
</tr>
<tr>
<td>Have you begun a communication process to obtain buy-in from the entire organisation?</td>
<td></td>
</tr>
<tr>
<td>Have you considered the budgetary implications of assessment for the organisation?</td>
<td></td>
</tr>
<tr>
<td>Do you have a QMS Policy and Procedure?</td>
<td></td>
</tr>
<tr>
<td>Do you have an Assessment Policy and Procedure document?</td>
<td></td>
</tr>
<tr>
<td>How will the assessment process be reviewed?</td>
<td></td>
</tr>
<tr>
<td>How will the information around assessment be recorded and managed?</td>
<td></td>
</tr>
<tr>
<td>Has a pilot site for implementation of assessment been identified?</td>
<td></td>
</tr>
<tr>
<td>Have you considered Learnerships, skills programmes and other Unit Standard based on training needs within your own organisation?</td>
<td></td>
</tr>
<tr>
<td>How will you measure the benefits of assessment for the organisation?</td>
<td></td>
</tr>
<tr>
<td>Have you been in touch with your relevant ETQA to enquire what they require from you in terms of assessment?</td>
<td></td>
</tr>
<tr>
<td>How will assessors be selected?</td>
<td></td>
</tr>
<tr>
<td>How will assessors be trained?</td>
<td></td>
</tr>
<tr>
<td>Will assessment be linked to a system of rewards?</td>
<td></td>
</tr>
<tr>
<td>Who will design the assessment guides?</td>
<td></td>
</tr>
<tr>
<td>How will you know when the organisation is ready for the implementation of assessment?</td>
<td></td>
</tr>
</tbody>
</table>
3.3 The SDF’s Role

The SDF unit standards state that the SDF must:

- develop Workplace Skills Plan(s)
- implement Workplace Skills Plan(s)
- promote a learning culture in organisations

3.4 Assessment Policy and Procedure Documents

The Assessment Policy and Procedures documents are very important: These should be developed in line with the Principles of Good Assessment.

The Principles of Good Assessment covers the following:

- Assessment Process
- Access to Assessment
- Assessment Guides and Activities (using various methods of assessment)
- Assessors and Moderators
- RPL
- Appeals
- Administration
- Support to Learners
- Selecting the relevant qualifications, Learnerships and Unit Standards for the workplace
- Selecting a pilot for assessment
- Conducting the Assessment
- Reviewing the Assessment Process
- Moderation and ETQA Requirements

Once the Assessment Policy and Procedures documents have been developed, the next step is to ensure that a Quality Management System (QMS) is in place.
4. The Assessment Process

This chapter covers the following:

- the different phases of the assessment process
- what is required to complete an assessment

4.1 Different Phases in the Assessment Process

The diagram below provides a visual representation of what is required in order to implement assessment within the workplace.
5. The Assessor’s Role

This chapter covers the following:

- the differences between the role of the assessor and the SDF
- key skills required by an assessor
- key attributes required by an assessor

5.1 Differences between the Role of the SDF and the Assessor

The selection of workplace assessor is critical to the processes’ success. It is important to ensure that the SDF has the necessary skills and competencies to fulfill this important function.

The table below outlines the SDF and the assessor’s respective roles:

<table>
<thead>
<tr>
<th>SDF’s Role</th>
<th>Assessor’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>To facilitate the development of an employer’s skills</td>
<td>Plan and prepare for assessment</td>
</tr>
<tr>
<td>development strategy</td>
<td></td>
</tr>
<tr>
<td>To serve as an expert resource for accrediting the</td>
<td>Prepare candidates for assessment</td>
</tr>
<tr>
<td>employer and for the employment and accreditation</td>
<td></td>
</tr>
<tr>
<td>of appropriate learnerships and skills programmes</td>
<td></td>
</tr>
<tr>
<td>To draft and submit the workplace skills plans and</td>
<td>Conduct assessment</td>
</tr>
<tr>
<td>annual training reports</td>
<td></td>
</tr>
<tr>
<td>To advise the employers and employees on the</td>
<td>Evaluate and record evidence and make assessment judgements</td>
</tr>
<tr>
<td>national skills development strategy and on the</td>
<td></td>
</tr>
<tr>
<td>implementation of its workplace skills plans</td>
<td></td>
</tr>
<tr>
<td>To assess the skills development needs of the</td>
<td>Provide feedback to relevant parties</td>
</tr>
<tr>
<td>organisation</td>
<td></td>
</tr>
<tr>
<td>To serve as a contact person between the employer</td>
<td>Review assessment</td>
</tr>
<tr>
<td>and the relevant Seta</td>
<td></td>
</tr>
</tbody>
</table>

The SDF must inform and educate the organisation on the assessor’s role. The SDF may also fulfil the role of assessor.

The success of this new assessment system will depend largely on the integrity of the workplace assessor and the degree to which he/she takes responsibility for the important role he/she has to play in implementing this process. Success hinges on the specific individual skills and attributes that the assessor will be required to both develop and utilise in the assessment of learners. It is important to recognise that not all employees are well suited to the role.

From 2004 only registered assessors will be permitted to undertake summative assessments for registered national unit standards and qualifications.
## 5.2 Self-development Checklist

The self-development checklist enables the SDF to conduct a quick assessment in terms of how he/she "measures up" against the set criteria.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Workplace Assessor Application</th>
<th>✓/✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning, Organising and Attention to detail</td>
<td>These skills relate to both the preparation for and implementation of assessment in the workplace. The process will involve administrative work, especially the scheduling of assessments and in keeping track of the learners, as well as the results of assessment.</td>
<td></td>
</tr>
<tr>
<td>Note taking</td>
<td>This is the ability to document information obtained during the assessment process. This must be done in a systematic and meticulous manner.</td>
<td></td>
</tr>
<tr>
<td>Report writing</td>
<td>The ability to accurately report on the learner’s competence as evaluated against the unit standard in a written report.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>This relates to the assessor’s ability to interact with the learner in a clear and constructive manner throughout the assessment process, from reaching consensus on the assessment plan right through to giving the learner feedback on the assessment results.</td>
<td></td>
</tr>
<tr>
<td>Listening and questioning skills</td>
<td>These skills support effective communication and involve focusing on the learner during the interaction, responding to the unspoken messages of the communication, checking that there is shared understanding between the two parties.</td>
<td></td>
</tr>
<tr>
<td>Observation skills</td>
<td>This is the ability to concentrate on the demonstration of competence by the learner during the assessment and to ignore any variables/issues/ that are not related to the assessment process.</td>
<td></td>
</tr>
<tr>
<td>Researching skills</td>
<td>This is the ability to gather information relevant to the particular assessment context, as well as any background information about the unit standards, where applicable.</td>
<td></td>
</tr>
<tr>
<td>Coaching skills</td>
<td>This is the on-the-job assistance that the assessor may give the learner during the learning process. It must be done in a constructive and empowering manner, focusing on the transfer of skills at all times.</td>
<td></td>
</tr>
<tr>
<td>Mentoring skills</td>
<td>This is the ability to provide support and guidance for the learner during the learning journey, including assessment. The assessor must be able to effectively cope with a number of issues that may impact on the learner during the development process. Mentoring is not a problem solving function; rather it is a means of helping the learner decide on their own course of action</td>
<td></td>
</tr>
<tr>
<td>Analysis/evaluation skills</td>
<td>This is the ability to objectively decide on (judge) a learner’s competence based on the evidence produced by the learner from a number of sources, during the assessment process.</td>
<td></td>
</tr>
</tbody>
</table>
An assessor should be imbued with many of the attributes listed below:

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Workplace Assessor Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty, integrity and trust</td>
<td>This refers to the ethical behaviour of the assessor throughout the entire assessment process. Ethical behaviour is central to developing trust. At all times, the assessor needs to protect the integrity of the process over and above all other organisational issues and demands.</td>
</tr>
<tr>
<td>Empathy and sensitivity</td>
<td>This is an important attribute for the assessor to develop. It enables the assessor to place himself/herself in the shoes of the learner. Empathy should not be viewed as a sign of weakness, but as an important attribute in developing a relationship with the learner.</td>
</tr>
<tr>
<td>Objectivity</td>
<td>This is the ability to judge a learner’s competence based on the evidence produced in relation to unit standards. The key issue is for the assessor not to be influenced by irrelevant information about the learner. This is particularly important if the assessor plays a dual role of line manager and assessor.</td>
</tr>
<tr>
<td>Fairness</td>
<td>This is the fundamental principle of protecting the learner from unnecessary discrimination and prejudice during the assessment process irrespective of other organisational demands. It is also about ensuring that all learners are treated equally and provided with equal learning and assessment opportunities.</td>
</tr>
<tr>
<td>Patience and tolerance</td>
<td>This is the ability to remain calm and focused during any interaction with the learner, irrespective of personal frustrations.</td>
</tr>
<tr>
<td>Relationship building</td>
<td>This is the ability to use interpersonal skills to build rapport and to create a non-threatening learning environment.</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>This is the assessor’s ability to use interpersonal skills effectively and remain calm during a tense situation.</td>
</tr>
<tr>
<td>Commitment and sense of responsibility</td>
<td>This is belief in the process and the assessor’s role in ensuring that assessment is successfully implemented in the organisation.</td>
</tr>
</tbody>
</table>
6. Conducting Workplace Assessment

This chapter covers the following:

- how to plan an assessment
- how to conduct an assessment
- how to gather evidence
- how to make a judgement on evidence
- how to provide feedback and plan for re-assessment
- how to complete assessment documentation

6.1 Providing the Context

Assessment in the new context is based upon the concept of competence. This approach seeks to shift the focus from comparisons between learners, based on individual characteristics, to outcomes produced by the learners against an objective standard.

For the purpose of this booklet, SAQA’s definition of applied competence will be used:

“Applied Competence is the union of practical, foundational and reflexive competence.”

Source: Guidelines for the Assessment of NQF Registered Unit Standards: p22.

Learners are expected to be able to demonstrate their abilities, underpinned by the knowledge and understanding of how and why and then the ability to demonstrate that they can integrate and apply appropriately in various contexts.

Workplace assessment entails the completion of six processes. The process can be summarised as follows:

- plan assessment
- conduct assessment
- gather evidence
- make judgements on the evidence
- provide feedback to the learner and plan for re-assessment
- complete the necessary documentation and report assessment decision
6.2 Planning an Assessment

The assessor needs to prepare for the meeting. The following documentation will be required:

- relevant Unit Standard
- relevant Assessment Guide and Activities
- blank Assessment Plan
- Pre-Assessment Plan checklist

The following should be covered:

- a brief explanation of the NQF, unit standards and the use of assessment guides should be provided
- the assessment Process should be explained
- the concept of a learning partnership should be explained
- the learner should be advised of his/her rights
- an explanation of what the assessor wants the learner to do and how the learner should do this should be provided
- the assessor should explain that feedback on the learner’s performance will be provided

The opportunity should be used to “build” the learner. Any questions that the learner might have should be answered. The learner should also be evaluated in terms of readiness for assessment. The Assessment Plan should also be completed and signed. Examples of the documentation appear on the next page.
## Example of a Completed Assessment Plan

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Assessor</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td>Brown</td>
<td>Green</td>
</tr>
<tr>
<td>First Name</td>
<td>James</td>
<td>Sarah</td>
</tr>
<tr>
<td>Industry / Employee No</td>
<td>001</td>
<td>005</td>
</tr>
<tr>
<td>Id Number</td>
<td>660527 0124 087</td>
<td>710224 0125 082</td>
</tr>
<tr>
<td>Company</td>
<td>ASC</td>
<td>ASC</td>
</tr>
<tr>
<td>Department</td>
<td>HR</td>
<td>Training</td>
</tr>
<tr>
<td>Unit Standard Title</td>
<td>Deliver learning solutions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>005</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Outcomes / Assessment Criteria</th>
<th>Activity</th>
<th>Evidence to be Generated</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 2.1 – 2.4</td>
<td>Learner to give lesson plan to assessor</td>
<td>Lesson plan + assessment guide</td>
<td>29/10</td>
<td>4pm</td>
<td>Office 2</td>
<td></td>
</tr>
<tr>
<td>SO 1 - 3</td>
<td>Assessor to observe learner</td>
<td>Assessment guide</td>
<td>1/11</td>
<td>2pm</td>
<td>Lecture room 3</td>
<td></td>
</tr>
<tr>
<td>AC 2.1, 2.4 and 2.5</td>
<td>Assessor to question learner</td>
<td>Assessment guide</td>
<td>1/11</td>
<td>3pm</td>
<td>Office 2</td>
<td></td>
</tr>
<tr>
<td>AC 3.1, 3.2, 3.3, 3.4, 3.5</td>
<td>Learners to complete course Feedback form</td>
<td>Learner feedback forms</td>
<td>1/11</td>
<td>2.30pm</td>
<td>Lecture room 3</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan Review Information

Special Needs for Learner

No special needs highlighted.

(The following sections MUST BE COMPLETED)

Physical and Human Resource

<table>
<thead>
<tr>
<th>Resource Required</th>
<th>Action/Person Accountable</th>
<th>Date</th>
<th>Confirmed</th>
</tr>
</thead>
</table>

Learner: _______________________________  Assessor: _______________________________

Date: _______________________________  Date: _______________________________
### Pre-assessment Planning Meeting Checklist

<table>
<thead>
<tr>
<th><strong>Learner:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessor:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Standard Number and Title:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>Comment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Discuss the qualification/Unit Standard the learner is working towards.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Discuss the learner’s roles and responsibilities. Has this been addressed above?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Discuss the assessor’s roles and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Go through the Assessment Guide.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Discuss what evidence needs to be collected (with the emphasis on naturally occurring evidence) and other assessment activities, which may be used in addition to the Assessment Guide.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Complete an Assessment Plan.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ensure that the plan specifies how each assessment criterion will be assessed.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ensure that the plan enables a number of assessment criteria to be assessed at the same time.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Ensure that the plan enables more than one piece of evidence per assessment criteria.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Ensure that the plan specifies opportunities to collect the evidence.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Ensure that the plan allows for fair assessment.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Ensure that sufficient resources have been planned for the assessment.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Agree upon time frames and the sequence of the assessment process.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Agree on the date for feedback on the assessment process and a decision on the learner’s competence.</td>
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<tr>
<td>15.</td>
<td>Agree that in the case of a NYC decision, reassessment options will be discussed during the feedback session.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Agree upon the involvement of other employees/people and document the notification thereof.</td>
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</tr>
<tr>
<td>17.</td>
<td>Consider issues around the preparation of the assessment environment and document the appropriate arrangements.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Ensure that the learner understands the assessment procedure.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Ensure that the learner knows about and understands the organisation’s appeals and disputes procedure.</td>
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</tr>
<tr>
<td>20. Discuss the organisation's policy regarding the confidentiality of the assessment process and records.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Discussion any issues of general concern, queries, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The meeting should be recorded and the minutes signed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I, __________________________________________________________ (the learner), agree that all of the points above have been explained to me and I understand the content thereof.

Learner: ____________________________ Assessor: ____________________________
Date: ____________________________ Date: ____________________________
6.3 Conducting an Assessment

The assessor’s technical experience and good interpersonal skills will be called upon when conducting an assessment. It is important to ensure therefore that a non-threatening environment is created.

The assessor needs to try to establish a rapport with the learner: good communication skills facilitate this process. Cognisance should only be taken of issues that can impact on assessment.

It is important to be aware that the following may impact upon the assessment:

- anxiety, fear, nervousness around being assessed
- fear of failure
- intimidation
- lack of motivation
- poor relationship with assessor
- personal problems
- lack of confidence
- overestimation of the level of performance required

Once the assessor has set the scene for the assessment, the assessor will only look for evidence of competence.

The assessment must be stopped immediately in the event of any of the following:

- The learner may not be adequately prepared for the assessment
- fire
- bomb threat
- hazardous or life threatening situations
- strike or work stoppage
- mechanical/engineering/electrical problems

The assessor will need to reconvene the assessment to a suitable date for both learner and assessor and make a record of the stoppage. The learner must be provided with reasons for termination.

6.4 Gathering Evidence

The assessor must know what he/she is looking for to be able to gather the correct evidence. This information is provided in the assessment guide. The learner and assessor will need to spend some time deciding on the sort of evidence that needs to be gathered.

The three main sources of evidence are:

**Direct Evidence**

Evidence produced by the learner. This includes: direct observation, work in progress, and work-related simulations.

**Indirect Evidence**

Evidence produced about the learner’s current performance. This includes: team outputs, verification of completed work, performance appraisals and current witness testimony.

**Historical Evidence**

Evidence about the learner’s past performance. Examples include: photographs or examples of performance, past written testimonials and Certificates or qualifications.
Evidence must be gathered in a manner that:

- is unobtrusive and non-threatening
- does not intimidate the learner
- allows the learner to freely demonstrate competence

### 6.5 Judgements Based on Evidence

The assessor will have to ‘weigh up’ this evidence against the Assessment Guide. The assessor needs to ask the following questions:

- what evidence did I need to see?
- have I seen what I needed to see?
- did it meet the standard?
- have I seen sufficient evidence to prove competence?

If the answers to these questions are ‘Yes,’ then a competent declaration can be made. However, if there is any doubt, then the learner will need to be declared ‘not yet competent’ and appropriate action will need to be taken.

The **VACCS checklist** is useful when trying to establish competence.

- **V** alid  The evidence is relevant to the assessment criteria?
- **A** uthentic The evidence is attributable to the learner (it is the learner’s own work)
- **C** urrent Does the evidence provide proof of the learner’s current competency (i.e. it’s not old or out of date)?
- **C** onsistent Can the learner repeat the performance?
- **S** ufficient Do you have enough evidence to give you confidence that the learner has met all the requirements?

### 6.6 Providing Feedback

Once the judgement has been made as to whether a learner is competent or not yet competent, the learners must be informed of the decision that has been taken and the basis thereof. Where a learner has been assessed as not yet competent, a plan must be developed in collaboration with the learner to ensure that the necessary steps are taken to assist the learner to become competent. A date for re-assessment must be set.

**Guidelines**

- separate the person from the action
- avoid making jokes or comments that could offend the learner
- stick to specific, observable actions
- keep tone and body language non-judgemental
- be flexible and adaptable when dealing with the learner
- identify future developmental needs
- develop an appropriate action plan for the learner
- inform the learner of his or right to appeal

### 6.7 Completing the Necessary Documentation

Once the learner has been provided with feedback, the necessary documentation must be completed and that the assessment decision reported to the relevant parties.

It is important to ensure that all documentation is completed as per requirements. These are outlined in the Documentation and Reporting Policies and Procedures.
6.8 Moderation

The following definition of moderation is useful:

Moderation is a process that helps to ensure consistency of judgements. The judgements made by assessors in different locations and organisations must be comparable.

Individual assessors who do not meet this requirement are identified and measures taken to ensure that their judgement comes within acceptable tolerance.

(From the New Zealand moderation Unit Standard 11551)

The moderation system seeks to:

- verify that assessments are fair, valid and consistent.
- identify the need to redesign assessments if required.
- provide an appeal procedure for dissatisfied learners.
- provide a procedure for the reassessment of learners.
- evaluate the performance of assessors.
- provide a procedure for the de-registration of unsatisfactory assessors.
- provide feedback to NSBs.

One of the main functions of the moderation process is to evaluate the performance of assessors. Candidate assessors will have to ensure that they acquire the necessary competence as an assessor and are assessed competent against the prescribed unit standards.

The moderation system has been devised to ensure that assessments are fair, valid and consistent. It is important therefore that assessors document and record all the activities around the assessment process. Moderators will require access to these documents during the moderation process.
The following documentation will be used during the assessment process:

<table>
<thead>
<tr>
<th>Document</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Standard</td>
<td>Nationally registered endpoint of learning</td>
</tr>
<tr>
<td>Assessment Guide</td>
<td>Details what is to be assessed, the method of assessment and the evidence to be generated by the learner</td>
</tr>
<tr>
<td>Assessment Activities Guide</td>
<td>Details all the activities to be used in the assessment and includes model answers, checklists etc</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>Outlines the date, time, venue and what it to be assessed</td>
</tr>
<tr>
<td>Pre-assessment Plan Checklist</td>
<td>Details the pre-assessment meeting between the assessor and the learner and ensures that the learner is fully informed and prepared for the upcoming assessment</td>
</tr>
<tr>
<td>Reasonable Adjustment Checklist</td>
<td>If necessary it records the learner’s need for reasonable adjustments to be made for the assessment i.e. an interpreter or venue change due to wheelchair access etc</td>
</tr>
<tr>
<td>Declaration of Unobtrusive Gathering of Evidence</td>
<td>To be completed by the learner to state that they are happy that they were observed without feeling intimidated, pressured etc</td>
</tr>
<tr>
<td>Conducting Assessment Working Papers: (Observation Checklists, Knowledge Questionnaire, Evaluation forms etc)</td>
<td>This refers to all the documentation used during the actual assessment</td>
</tr>
<tr>
<td>Evaluating evidence checklist</td>
<td>Document used to evaluate the evidence that is generated during the assessment</td>
</tr>
<tr>
<td>Documentation relating to other forms of indirect or historical evidence (witness statements, portfolio’s, projects etc)</td>
<td>This refers to documents which are collected prior to the assessment, normally from past evidence or not directly generated by the learner</td>
</tr>
<tr>
<td>Assessment result document</td>
<td>Details the actual assessment results, any recommendations and re-assessment if necessary</td>
</tr>
<tr>
<td>Learner’s Record of Learning</td>
<td>Document which records the learner’s progress with their unit standards, skills programmes, learnerships, qualifications etc</td>
</tr>
<tr>
<td>Feedback documentation</td>
<td>Details the feedback that is given at the end of the actual assessment</td>
</tr>
<tr>
<td>Written Learner Feedback Report</td>
<td>Report generated by the learner to record how they felt the assessment was conducted</td>
</tr>
<tr>
<td>Counselling notes</td>
<td>Record of any counselling notes that were taken or given during the process of assessment</td>
</tr>
<tr>
<td>Learner’s action plan</td>
<td>The action plan that is generated after a NYC decision which details what the learner needs to do to ensure competence</td>
</tr>
<tr>
<td>Re-assessment notification</td>
<td>Notification to the learner and the learner’s manager to advise them of the re-assessment</td>
</tr>
<tr>
<td>Learner appeal form (if applicable)</td>
<td>Document which needs to be completed by the learner should they feel that they want to appeal the assessment decision or the process that they underwent</td>
</tr>
</tbody>
</table>
7. Conclusion

The booklet explains what is required in order to implement and conduct an assessment within the workplace. A supplementary section which provides a background as to why this new intervention has been implemented is also included as an Appendix.

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

8. Contact Details

<table>
<thead>
<tr>
<th>Fasset</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>(011) 476 8570</td>
</tr>
<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>
</tr>
<tr>
<td>Grants Contact Person:</td>
<td>Mimi Moselane</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAQA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Website:</td>
<td><a href="http://www.saqa.org.za">www.saqa.org.za</a></td>
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</table>

<table>
<thead>
<tr>
<th>ACFIST</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Unit Standards Website:</td>
<td><a href="http://www.acfist.co.za">www.acfist.co.za</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>ETDP Seta for SDF Unit Standards</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Website:</td>
<td><a href="http://www.etdpseta.org.za">www.etdpseta.org.za</a></td>
</tr>
</tbody>
</table>
The Structure of the South African Qualifications Authority and the Skills Development Act

The diagram above shows the relationship between the SAQA and SDA legislation. It is important to note that the SAQA legislation falls under the Department of Education and the SDA legislation under the Department of Labour.

The SAQA Legislation and Structure

The South African Qualifications Authority (SAQA) Act, passed in October 1995, provides a framework for the development of a National Qualifications Framework (NQF) in South Africa. The NQF covers all types of learning and achievement. Clear standards for learning have been set. Quality Management Systems have been implemented to ensure that appropriate standards are enforced.
SAQA Structure

The SAQA Act (South African Qualifications Authority)
The objectives of the South African Qualifications Authority are to:

- create an integrated national framework for learning achievements
- facilitate access to mobility and progression with education, learning and career paths
- enhance the quality of education and training
- accelerate the redress of past unfair discrimination in education, training and employment opportunities
- contribute to the full personal development of each learner and the social and economic development of the nation at large

SAQA’s (South African Qualifications Authority) Role:

- to oversee the development and implementation of the NQF
- to formulate policy and criteria for registration of various bodies
- responsible for registration, accreditation of national standards and qualifications

National Standards Bodies (NSB’s) Role

NSBs have been established to:

- recognise and establish SGBs
- ensure that unit standards meet the requirements for the registration of qualifications
- recommend the registration of unit standards on the NQF to SAQA
- recommend qualifications to SAQA
- define requirements of moderation for quality assurance

Standards Generating Bodies (SGB) Role

Standards Generating Bodies have been established to:

- generate unit standards and qualifications
- update and review unit standards
- recommend Unit Standards and Qualifications to NSBs

Establishing a SGB

The following must be done:

- domains must be selected
- stakeholders identified
- standards writers prepared
- a project plan implemented

Education and Training Quality Assurers (ETQA)

It is the ETQAs role to:

- ensure quality of learning programs
- provide moderation and accreditation
- accredit providers
- evaluate assessment
- conduct quality systems audits
Principles

The National Qualifications Framework is underpinned by a set of principles that require qualifications to be:

- Credible both in South Africa and internationally
- Coherent in that they provide clear learning pathways for the learner
- Relevant in that they take into account changing knowledge, technology and occupational structures
- Quality focused in terms of nationally agreed learning outcomes and assessment criteria
- Flexible enough to be gained anywhere and at any age and in ways other than through formal education
- Accessible in providing appropriate entry points and multiple pathways to the qualification
- Portable in that they recognise the importance of generic and transferable skills
- Responsive to the rapidly changing needs and diversity of South African society and its economy
- Articulated so that learners’ achievements are recognised across providers
- Effective and efficient in the use of resources, in order to minimise cost barriers to learning
- Appropriate in that they are ‘fit for purpose’. (What is fit for purpose in school may be different to what is fit for purpose in industry or fit for purpose in public works programme)

SDA Legislation

National Skills Authority (NSA)

- The NSA was launched on 12 April 1999
- The existing National Training Board has transformed itself to establish the National Skills Authority (NSA) which will be responsible for fulfilling the following functions:
  - To advise the Minister of a National Skills Development Plan and Strategy
  - To liaise with Setas
  - To provide guidelines for the implementation of a national skills development strategy
- The NSA comprises representatives from labour, business, community and development interests, the State, providers, employment services, and SAQA.
- The NSA is integral to the achievement of the purpose of the Act.

The Skills Development Act, Act No. 97, 1998 seeks to:

- develop the skills of the South African workforce
- increase the levels of investment in education and training in the labour market and to improve the return on investment
- encourage employers to use the workplace as an active learning environment
- provide employees with the opportunities to acquire new skills
- employ persons who find it difficult to be employed and
- provide opportunities for new entrants to the labour market to gain work experience
- encourage workers to participate in learnerships and other learning programmes
- improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education
- ensure quality of education and training in and for the workplace
- assist work-seekers to find work, retrenched workers to re-enter the labour market, employers to find qualified employees
- provide and regulate employment services

The purposes are to be achieved through establishing an institutional and financial framework comprising:

- The NSA (National Skills Authority)
- A skills development levy-grant scheme as contemplated in the Skills Development Levies Act
- Setas
- Labour Centres
- The Skills Development Planning Unit and through
- Encouraging partnerships between the public and private sectors, and
- Co-operating with SAQA
(Extracts from the Skills Development Act)

- Learnerships may be established by Setas to determine structured learning and work experience components to lead to a qualification registered by SAQA. These will replace the current apprenticeship system. They may not be relevant for all sectors, but if a learnership does apply, a learnership agreement will be entered into for a specified period between the learner, employer or group of employers and the accredited training provider.

- Skills programmes means that which:
  - Is occupationally based
  - When completed will constitute a credit towards a qualification registered on the NQF
  - Uses accredited providers.
  - The skills programme may be funded if certain requirements are met.

- The Skills Development Planning Unit is an institution of the Department of Labour that will research and analyse the labour market in order to determine skills development needs, to assist with strategy formulation and to support the structures to implement the skills development strategies.

- Employment Services of the Department of Labour will establish labour centres to provide services to workers, employers and providers

- To fund these processes for the skills development strategy, the National Skills Fund has been established

**Functions of a Seta** (Sector Education and Training Authority)

- develop and implement Sector Skills Plan
- establish and promote learnerships
- approve workplace skills plans
- allocate grants
- monitor education and training in the sector
- apply for accreditation as an ETQA
- liaise with the NSA and employment services
- report to Director-General

**The Skills Development Levies Act**

From 1 April 2000, South African employers started to pay a skills development levy of 0,5% of their total remuneration costs. This amount has since been increased to 1%. The Department of Labour collects the skills development levy to fund a levy financing system. To fund education and training for socially and economically marginalised groups in South Africa, 20% is deducted from the levy paid by employers and paid into the National Skills Fund.

Funding from this source will be used to increase education and training opportunities for access to the formal and informal labour market by women, people with disabilities, rural and unemployed people.

The balance, 80%, is directed to the Setas, from which contributing organisations can apply to re-claim their levies.

**Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a process whereby people are given formal recognition for the skills and knowledge they already have, regardless of where their learning took place. RPL candidates are formally assessed, and if they can 'make the grade', they will receive credits towards a formal qualification. Workplace assessment is about performance outputs and not about how competence is acquired. In some instances there is no requirement to attend specific training courses or achieve certain qualifications in order to be certified as competent. Rather this system acknowledges that learning takes place in a number of settings and allows learners to benefit from these varied learning opportunities. This may include:

- formal training courses / qualifications
- informal on-the-job training
- self–study
- experience
- in-house training courses
This system recognises that regardless of how learning was acquired an individual has the right to be formally recognised for their competence.

**Understanding Applied Competence**

Assessment, in this new context, is based upon the concept of competence, which seeks to shift the focus from comparisons between learners based on individual characteristics to outcomes produced by the learner against an objective standard.

The understanding of competence is interpreted in different ways depending on various ideological backgrounds. For the purpose of this booklet, SAQA’s definition of applied competence is most appropriate.

Applied Competence is the union of practical, foundational and reflexive competence


**Practical Competence**

Is the demonstrated ability to perform a set of tasks in an authentic context? A range of actions or possibilities is considered, and decisions are made about which actions to follow.

**Foundational Competence**

The demonstrated understanding of what the learner is doing and why. This underpins the practical competence and therefore the actions taken.

**Reflexive Competence**

The demonstrated ability to integrate performance with understanding, so as to show that the learner is able to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind an action.

This definition broadens our understanding of competence, shifting it from mere task focus to include the learner’s knowledge; understanding and ability to transfer and apply learned skills across a wide range of work contexts. *(SPA Consulting: 1995)*

This expanded definition of competence is essential for a rapidly changing work environment that demands that employees be flexible and responsive to the needs of the organisation. This often entails managing different tasks within the job, the ability to respond appropriately to irregularities and breakdowns in routine, as well as the ever-increasing need for individuals to deal effectively with responsibility and accountability, often within a team context.

**Towards a SAQA Definition of Assessment**

Assessment is about making judgements and evaluations. Most of us do this daily without thinking both in the workplace and at home. In the past, workplace assessment could be loosely characterised as subjective, discretionary and sporadic and ultimately did not promote a system of fairness and transparency.

Traditionally employees are assessed once a year on performance and this normally acts as the yardstick for promotion and competence.

However, depending on the performance system, this assessment has a very subjective base and not based on standards.

It is from this standpoint that SAQA has initiated a new approach and definition of assessment.

‘…A structured process for gathering evidence and making judgements about an individual’s performance in relation to registered, national standards.’

Assessment in this new context is a structured, transparent, negotiated and objective activity that seeks to enhance both the learning process and the upskilling of the South African workforce.
More specifically, criterion-referenced assessment is about the individual learner and his/her achievement. This approach can be distinguished from the more traditional and familiar norm referenced assessment, which measures learners against each other. It should be noted that there is still a place for this type of assessment in OBET (Outcomes Based Education and Training).

<table>
<thead>
<tr>
<th>Criterion-referenced Assessment</th>
<th>Norm-referenced Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes judgements about learners by measuring learner's work against set criteria</td>
<td>Makes judgements about learners by measuring them against each other</td>
</tr>
<tr>
<td>An individual is assessed</td>
<td>A group of learners are assessed</td>
</tr>
<tr>
<td>The criteria are pre-determined and are part of the standard</td>
<td>Assessments are curriculum-based</td>
</tr>
<tr>
<td>The criteria are objective and attempts to be clear in terms of the nature of the assessment</td>
<td>Associated with grading and ranking of learners</td>
</tr>
<tr>
<td>Where grading is used, learners are graded against assessment criteria</td>
<td>Associated with averaging of scores or grading of learners</td>
</tr>
<tr>
<td>Associated with adjustment of scores to fit the profile of the learner group</td>
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</tbody>
</table>


SAQA makes the distinction between Formative and Summative Assessment.

**Formative Assessment** refers to assessment that takes place during the process of learning and teaching.

**Summative Assessment** is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning.

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>designed to support teaching and learning process</td>
<td>at the end of the learning programme (qualification, unit standard, or part qualification)</td>
</tr>
<tr>
<td>assists in the planning of future learning</td>
<td>to determine whether the learner is competent or not yet competent</td>
</tr>
<tr>
<td>diagnoses the learner’s strength and weaknesses</td>
<td>in knowledge and inputs-based systems, this usually occurs after a specified period of study, e.g. one year</td>
</tr>
<tr>
<td>provides feedback to the learner on their progress</td>
<td>in OBET, learner-readiness determines when assessments will take place</td>
</tr>
<tr>
<td>helps to make decisions on the readiness of learners to do a summative assessment</td>
<td>is carried out when the assessor and the learner agree that the learner is ready for assessment</td>
</tr>
<tr>
<td>is developmental in nature</td>
<td></td>
</tr>
<tr>
<td>credits/certificates are not awarded</td>
<td></td>
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</tbody>
</table>


Assessment in the NQF focuses on ensuring that learners prove that they have met all the requirements of a unit standard before they receive credit for that standard. In short learners will have to provide sufficient evidence of their competence (in terms of all the specific outcomes and the related assessment criteria) to receive credit for the unit standard.

Competence in SAQA terms focuses on what is expected of the learner in order to receive credit and includes the ability to transfer and apply skills and knowledge in other situations and environments.
The unit standards-based system involves assessors in collecting evidence about a learner’s performance and measuring this against a set of standards that have been identified for his/her specific job function.

By using the standards the assessor will be able to assess:

- If the learner has achieved the standard, or
- How far they have progressed towards meeting the standard

In this system, a learner is assessed when he/she is confident that he/she is ready to be assessed. Both the assessor and learner mutually agree upon assessment dates.

If the learner does not meet the standard/s at the first attempt he/she should be given access to further learning opportunities and try again later.

The idea is not to ‘pass’ or ‘fail’ the learner rather it is one of the learner ‘meeting’ or ‘not yet meeting’ the standard. A learner is encouraged to continue learning by recognizing that he/she is at a point on a continuum of competence from ‘not yet’ to ‘meeting the requirements to prove competence’.

The assessment of competence should:

- make the maximum use of workplace situations which produce appropriate evidence across a number of assessment criteria
- make the maximum use of naturally occurring and readily available evidence.
- allow for clear presentation and cross-referencing of evidence.
- ensure that learners take an active role in planning and collecting evidence.

**The Principles of ‘Good’ Assessment**

For assessment in this new context to be successfully implemented it is absolutely imperative that all people involved in the assessment process are fully aware of, and comfortable working, with the principles of ‘good’ assessment detailed below. Without this theoretical grounding, the assessment system is likely to become problematic which will ultimately undermine both the intentions of SAQA and the credibility of the process within the organisation.

<table>
<thead>
<tr>
<th>Fairness</th>
<th>There is no single definition of fairness as it is based on differing sets of values and the number of factors that will ultimately influence whether the learner is declared competent or not.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The overriding issue is whether or not the assessment process allows for the equal treatment of all learners.</td>
</tr>
<tr>
<td>Validity</td>
<td>There are many different types of validity. It is particularly important for people developing assessment guides to fully understand this principle.</td>
</tr>
<tr>
<td></td>
<td>Competent workplace assessors are required to be familiar with the concept, especially in terms of how validity may impact on carrying out the actual assessment using the assessment tools.</td>
</tr>
<tr>
<td></td>
<td>Loosely defined, validity refers to accuracy and precision. Is the assessment activity actually measuring what it claims it is? A valid measure is considered to be one that gives ‘correct’ estimates of what is being assessed and hinges almost entirely on the selection of appropriate assessment tools.</td>
</tr>
<tr>
<td>Reliability</td>
<td>Reliability refers to the measurement consistency or stability of the assessment activity. An assessment activity should give the same result on repeated use when there has been no change in the level of competence being assessed/evaluated. In other words, if a learner was assessed against a particular unit standard and then re-assessed at a later stage, against the same unit standard using the same assessment activity, one would expect the learner to obtain a similar result on a reliable assessment activity. This should hold true unless additional exposure to learning opportunities had taken place between the two assessments.</td>
</tr>
<tr>
<td><strong>Transparency / Openness</strong></td>
<td>The assessment system and process must be communicated to and made available to all learners. Learners must understand the assessment process, the criteria to be applied and not feel threatened by it. They should be able to contribute to the planning and the collection of evidence. Ideally, learners should present themselves for assessment when they feel confident of success.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Appropriateness</strong></td>
<td>Valid assessment methods need to be appropriately chosen to suit the assessment activity, criteria being assessed and the work environment. If the focus is on the learner’s ability to conduct research, then the appropriate method of assessment might be a portfolio of evidence of actual research undertaken by the learner or a case study. At all times the assessor should endeavor to use assessment activities that are part of the learner’s natural work context (naturally occurring). In this instance a knowledge questionnaire would probably not be the most appropriate activity despite its validity for measuring competence. Should the focus be safe working practices then the appropriate method would most probably be direct observation in the workplace.</td>
</tr>
<tr>
<td><strong>Systematic recording of the assessment process</strong></td>
<td>It is important for record keeping to be as careful and systematic as possible. Assessment should be well planned and meticulously controlled. In addition a learner's assessment record is to be kept confidential and access to information is only to be given to those with the requisite authority. Record keeping refers to the planning of the assessment process, the collection and evaluation of the evidence, as well as, the feedback of the results to the learner.</td>
</tr>
<tr>
<td><strong>Cost effectiveness (utility)</strong></td>
<td>Assessment needs to be cost effective both in terms of time and financial resources. A too costly and complex assessment system will fail.</td>
</tr>
<tr>
<td><strong>Integrated into work and/or learning</strong></td>
<td>Often the most valid and direct evidence is gathered when assessment is integrated with work and/or learning evidence gathered on an ongoing basis. Assessment activities can be especially tailored to the learning programme or work that the learner is currently doing. This approach enables assessment to contribute to effective learning. Assessment that takes place with learning can reinforce and provide a focus for the learner’s continued development.</td>
</tr>
<tr>
<td><strong>Manageable</strong></td>
<td>Assessment methods should be easily arranged and not interfere unduly with learning or work. They should not be cumbersome, time consuming and unnecessarily intrusive.</td>
</tr>
<tr>
<td><strong>Reasonable adjustment</strong></td>
<td>Reasonable adjustment refers to measures that are made to ensure that individuals with disabilities are not presented with artificial barriers when being assessed. Learners with special needs may include those who come from non-English speaking backgrounds where it may be necessary to provide an interpreter or explain instructions in extra detail. Learners on medication may need shorter assessment sessions to allow for fatigue. As long as adjustments do not provide the learner with an unfair advantage or impact on the validity of the assessment process, the assessor should try to accommodate the learner.</td>
</tr>
<tr>
<td><strong>Consistency</strong></td>
<td>This principle relates specifically to the skills of the assessor. Briefly, the assessor should be sure that, given similar circumstances, they would make the same judgement again about a particular learner’s competence. This principle should not be confused with the principle of Reliability, which refers to the consistency of measurement of the assessment activity.</td>
</tr>
</tbody>
</table>
Assessor Skills for Conducting Assessment

There are some specific skills that the assessor is expected to have when conducting the assessment with the learner. The first task that an assessor needs to perform is to place the learner at ease and be empathetic to feelings of anxiety they may have.

Part of this process involves the assessor communicating respect to the learner, for without this; the relationship between learner and assessor is likely to be unsuccessful. Respect includes indicating to the learner that:

- the assessor appreciates the learner's unique learning experience and pathway
- the learner is worth the assessor's time and energy
- the assessor appreciates the empowering nature of the learner's development

The assessor can demonstrate respect by:

- assuming an attentive posture and attitude when interacting with the learner
- communicating understanding and empathy
- encouraging the learner to be responsible for his/her learning
- expressing reasonable warmth
- being genuine

In creating a non-threatening and comfortable assessment environment, the assessor is called upon to be genuine in his/her interactions with the learner. This assessor needs to present himself/herself to the learner as he/she really is. This facilitates one-on-one communication and helps to build a rapport with the learner.

Genuineness is demonstrated by:

- communicating clearly, both verbally and non-verbally
- listening to the learner
- the assessor expressing clearly what he/she feel during the assessment

This function of relationship building with the learner demands that the assessor has well-developed interpersonal skills, and it is likely that it may take some time for the assessor to become proficient in this area.

The crucial issue here is that the assessor be prepared to embark on a learning pathway that allows him/her to develop this complex and vital behavioural attribute.

Non-Verbal Communication Skills

A large part of the relationship between the assessor and the learner will be defined by the non-verbal communication skills of the assessor. It is therefore imperative that the assessor pays attention to the nature of the message being sent by this sometime unconscious form of communication.

This type of communication includes:

- the use of eye contact
- assessor posture during the assessment
- facial expression
- tone and pitch of voice
- assessor's attitude
- assessor's overall manner with the learner

Once the appropriate assessment context has been created, the assessor must communicate clearly to the learner what is expected of him/her in completing the assessment activities. This is likely to draw on the assessor’s patience and tolerance in explaining what is required. However, the assessment cannot proceed unless the learner fully understands the instructions.
Now that the assessor has set the appropriate tone for the assessment context, it is necessary to take a closer look at the specific skills an assessor needs to gather the evidence required to assess the learner’s competence.

**Observation Skills**

Observation of the learner’s competence is an important method of assessment as it is usually done in the natural work setting.

It is therefore important that the assessor has well developed observation skills. Observation of competence works best if it is set in a cycle of preparation, observation and feedback.

If the learner is uncertain or anxious about the procedure one should consider planning for a ‘dry run’. Whilst this will take more time it should result in better quality of evidence.

The practical skills and knowledge that the assessor needs to be a competent observer include:

- a clear understanding of the assessment criteria he/she is assessing (what am I looking for?)
- the ability to interpret what has been observed (what did I see?)
- the ability to observe and document simultaneously (are my notes an accurate reflection of what I saw?)

The evidence gained during observation may be documented in numerous ways. Never rely on memory, write everything down. The type of record document will depend on the purpose of your observation.

Try to standardise your observation record form to improve the reliability of assessment method. The most commonly used documents are checklists. These are derived directly from the assessment criteria. Assessors working in a specific area should agree on an observation checklist that will help to standardise the observation process.

**Listening Skills**

Listening skills play an important role in the building of trust and confidence. If the learner feels he/she is being listened to, he/she will feel more confident and affirmed during the assessment to demonstrate his/her competence.

The most difficult part of improving listening skills is recognising individual shortfalls. An assessor must be aware of his/her listening habits.

Poor listening habits include:

- interrupting while the learner is speaking
- working out what you want to say while the learner is speaking
- ‘shutting off’ because you don’t agree with what the learner is saying
- jumping in with your own ideas and suggestions
- daydreaming while the learner is speaking
- looking around the room while the learner is speaking
- finishing the learner’s sentence
- making judgements about competence before the learner has finished speaking
- carrying on with reading or writing while the learner is speaking
- looking at your watch to check the time
- asking a question about something that has just been explained
- only hearing what you want to hear

Listening skills are important for assessment for the following reasons:

- listening provides information that may impact on the assessment
- effective listening encourages the learner to give more information
- the more attentive the assessor, the more the learner is likely to feel comfortable in providing more detailed responses
Guidelines for effective listening skills:

- stop talking and listen to every word
- avoid distractions: give the learner your full attention
- use eye contact, nod your head in agreement and adopt an attentive posture
- do not interrupt
- ask probing questions
- listen for what has not been said – this may be a reflection on both competence and the learner’s experience of the assessment
- listen to how something is said – the learner’s attitudes and actions may be more important than his/her actual words
- concentrate on what the learner is saying and avoid thinking ahead about what you want to say

The Question of Ethics

Ethics underpins the work of assessors. If an ethical base is absent from company policy and procedure around the assessment process, it is likely that serious issues regarding credibility and transparency may threaten its successful implementation.

In the role of workplace assessor and in dealing with assessment responsibilities, to ensure that he/she is above organisational politics and hidden agendas. The assessor must not be pressurised by the issue of expediency, which may impact negatively upon the integrity of the process. The focus of a workplace assessor should at all times be on conducting an assessment on the learner that adheres to all the principles of ‘good’ assessment and does not in any way jeopardise his/her chances of being declared competent.

It is the assessor’s role to ensure that any prejudices are dealt with before the assessment process begins. This may include dealing with interpersonal issues between assessor and the learner as well as disregarding other unrelated information when assessing the learner’s competence in an assessment context. If at any stage the assessor feels or believes that he/she is unable to carry out his/her assessment responsibilities objectively and with integrity, from an ethical point of view, he/she is required to either withdraw from the process or ensure that the situation is appropriately resolved.

Guidelines for the promotion of ethical behaviour:

- ensure that the organisation’s Assessment System (policies and procedures) are transparent and do not discriminate against any group of learners.
- ensure that the interests of the learner are protected at all times.
- ensure that the learner consents to the assessment
- ensure that the learner is not subjected to more assessment than is necessary to evaluate competence.
- ensure that confidentiality of the learner’s assessment results and record of learning is protected at all times.
- ensure that the assessor is responsible for the competent administration of the assessment process
- ensure that assessment tools are current

Gathering Evidence

The assessment process is based on the gathering of evidence: this can be carried out in a number of ways. It is likely that the learner and assessor will need to spend some time in deciding upon the type of evidence to be gathered and how this will be done.

Direct Evidence

The most easily authenticated type of evidence is direct evidence. The gathering of this type of evidence involves the assessor observing the learner perform the task or part of the task.
Other methods of collecting evidence include:

- direct observation
- work in progress
- work-related simulations
- test of knowledge or skill
- work-related projects or assignments
- direct questioning
- videotaped performance
- documentary evidence which can include: completed project work, log books, progress books and job sheets

**Indirect Evidence**

This is evidence provided about the learner, either from the learner or another source. It shows that the learner is capable of performing the task to the required standard. Sometimes both types of evidence can come from the same source.

**Indirect Evidence: Current Witness Testimony**

Witness testimony is an important potential source of evidence for a learner. Witnesses may endorse a piece of work the learner has done or give an account of the learner's performance in the workplace.

Witnesses may include:

- qualified assessor and occupational expert (e.g. someone who has assessed the learner in the past).
- occupational expert who is familiar with the unit standard being assessed (e.g. line manager or colleague).
- occupational expert not familiar with the unit standards (also a line manager or colleague).
- non-expert not familiar with the standards (e.g. a customer in a shop or a delegate on a course).

The kind of witness that will be used will depend on the assessment activity and evidence.

The assessor must ensure that the witness knows what is required of him/her and if necessary, has a copy of the relevant unit standard or specific outcome. The assessor will decide whether the evidence the witness provides is valid (VACCS).

**Historical Evidence**

Historical evidence verifies what the learner has been capable of doing in the past. While this type of evidence is part of the collection of evidence, it is the least reliable because it does not guarantee what the learner is capable of doing now. Nonetheless, it may be sufficient in its own right or reduce the amount of assessment needed for an assessor to have confidence that the learner meets the standard.

Forms of historical evidence include:

- photographs or examples of performance
- past written testimonials
- certificates or qualifications
- log books or performance records
- documented evidence of competence
Declaration that the Assessor Gathered Evidence Unobtrusively

The assessment process and the gathering of evidence by the assessor (particularly involving observation in the workplace) needs to impinge as little as possible on the learner’s work.

Unobtrusive gathering of evidence also ensures that the evidence gathered is more likely to be an accurate reflection of the learner’s competence.

Issues Impacting on the Learner during the Assessment Process

Issues that may impact on a learner during the assessment process include:

- anxiety, fear, nervousness around being assessed
- Fear of failure
- intimidation
- lack of motivation
- poor relationship with assessor
- personal problems
- lack of confidence
- over estimation of the level of performance required

Before one can begin to develop the skills necessary to be competent as a workplace assessor, it is important to have some understanding of how these issues are experienced by the learner during the assessment process.

Although we might have all had slightly different experiences we can probably identify to some degree with:

- feeling intimidated
- feeling uncomfortable about being observed at such close range
- lack of feedback from the examiner
- feeling overwhelmed by lack of control of the outcome
- the pressure of having to control extreme physical nervousness in order to demonstrate competence

Possibly the most important issue impacting on the learner is that of assessment anxiety which may have both behavioural and physiological consequences.

It is likely that different learners will experience varying levels of anxiety during the assessment process ranging from a carefree, happy-go-lucky approach to that of ‘incapacitating dread at the prospect of being’ (Gregory, 1996, 57) assessed.

The assessment process can be made more threatening for the learner when a time limit is introduced in which he/she is expected to demonstrate competence. Or learners unaccustomed to this practice, the thought of being assessed is likely to become even more daunting and once again heighten his/her levels of anxiety.

These feelings may be intensified in situations where the learner is being re-assessed against a unit standard that was found to be not yet competent. Against this backdrop of perceived failure the learner is likely to come to the assessment with increased pressure to demonstrate his/her competence, which may negatively impact on his/her ability to meet the requirements of the Unit Standard, thus possibly continuing a cycle of anxiety and failure for the learner.

Understanding the Different Types of Assessment Methods

Various methods of assessment may be used in the workplace: some are best suited to particular unit standard or specific outcomes. Different assessment methods may be combined within one assessment.

The assessment method must be appropriate for:

- Assessing the specific assessment criteria
- The context of the assessment
Observation

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.

*Example:* Watching a learner operate a particular machine in a production line as part of his/her daily duties in the workplace

Simulations

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.

*Example:* A fire warden demonstrating his/her fire fighting skills and knowledge in a “controlled” fire simulation

A Computer Simulation

This method mirrors actual activities and conditions on a computer screen. It is well 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.

*Example:* A pilot flying an aeroplane under adverse weather conditions in a simulator

Role Playing

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 is finished with the learner to get feedback on his/her experience.

*Example:* Role-playing an angry customer phoning a call centre to measure a learner’s customer service skills

Demonstrating and Questioning

Demonstrating refers to an assessor observing a structured practical activity, which may or may not form 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.

*Example:* Asking a learner to demonstrate his/her ability to change the tyre of a motor vehicle and questioning him/her about the process

Pen and Paper Tests

These are written test and are often used to measure the extent of a learner’s factual knowledge and are usually a series of questions related to the assessment criteria. Against more complex unit standards it may be appropriate for the learner to demonstrate his/her analytical thinking skills in essay form.

*Example:* A written test relating to the knowledge of the safety regulations of the manufacturing plant or essay where learner discusses motivation for promoting your company’s safety policy in terms of best practice and competitive advantage at a strategic level.
Case Studies

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.

*Example:* Case study assessing a HR Manager’s understanding of organisational development issues impacting on company XYZ and the development of appropriate action plans.

Oral Tests

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.

*Example:* Oral questions relating to the understanding of why it is important to have safety standards in the workplace.

Projects

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.

*Example:* A project on designing a marketing strategy to sell a product that has lost market share in the learner’s company.

Portfolios

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.

*Example:* An architect’s plans that could also include client specifications as well as any other supporting documents.

Computer-based Assessment

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 question and answers, involve creative design or require more input from the assessor in terms of him/her seeking further responses or clarification.

*Example:* Learner demonstrating competence in the use of a word processing package by actually completing a sample of work, e.g. complete a mail merge, set up database, type report using tables or assessing a call centre operator’s ability to capture data from a customer onto the system using a PC.

Computer-based assessment must not be used in instances where the competent application of a skill is dependent on learner attributes e.g. interpersonal skills or levels of motivation.

Self-assessment

The learner should be actively involved in his/her own assessment. At several points during the learning process, 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. 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.
Advantages of self-assessment:

- the learner is aware of his/her own progress
- enhances the learner’s self-esteem
- increases the learner's sense of responsibility and motivation
- enables the learner to improve and develop at his/her own pace
- the learner perceives the assessment as open, transparent and fair
- the assessor is less likely to declare the learner not yet competent i.e. because
- the learner will be prepared
- less likelihood of appeals and re-assessments

Understanding the Principle of an Integrated Assessment Process

This principle relates to the use of different assessment methods to establish competence of the learner against specific outcomes and the assessment criteria. It is illustrated by the following example.

The assessor wishes to establish Thomas’s competence in machine operation. He/she chooses to observe Thomas operating the machine and ask him questions about his understanding on machine operation.

This system is an integrated one in that the assessor has used two methods to help him/her gather evidence of Thomas’s competence. In addition, this system helps to identify the specific training needs of the learner.

Given that the assessment activities must fit the purpose of the assessment it follows that different assessment methods will be needed to cover the range of skills and knowledge detailed in any given unit standard. The use of more than one assessment method contributes to the gathering of sufficient evidence of the learner’s competence.

Judgements Based on Evidence

Once the evidence of learner competence has been gathered, the evidence must be evaluated. The following questions are useful:

- Is the evidence authentic?
- Are you confident the work is the learner’s own work?
- Has the evidence been produced using valid assessment tools
- Does the evidence relate to the specific outcomes?
- Did the learner have any problems meeting the assessment criteria e.g. lack of resources, time, etc?
- Did the learner have any problems performing the assessment activities unrelated to competence? e.g. fatigue after night shift

Does the evidence indicate that the standard/s has/have been achieved? Use the following checklist:

- Does the evidence meet the assessment criteria?
  (Refer back to the unit standard on specific outcomes and assessment criteria to see if all the criteria were met and the standards matched.)
- Is the evidence consistent?
  (The assessor must decide whether the learner’s performance is consistent).
- Is the evidence sufficient?
  Does the assessor have sufficient enough evidence to say with confide confidence that the learner has met all the requirements?

Irrespective of source, all evidence must meet the same challenges. The following must be considered:

- does the evidence comply with the principles of good assessment?
- is the assessor confident that this represents a typical performance?
- does the evidence satisfy all the assessment criteria specified in the registered standard?
- does the assessor require more evidence if he/she is in doubt?
- further evidence can take many forms – a brief task, test or questioning - and need not be onerous for either the assessor or the learner.
Assessment will meet the requirement of good practice if:

- it has been closely aligned to the requirements in the standards
- the Assessment Plan is designed to collect a variety of evidence from a number of sources
- the procedures used to collect evidence are transparent and fair

Example of VACCS Checklist Evaluating Evidence

<table>
<thead>
<tr>
<th>Learner:</th>
<th>Sarah James</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Assessor</td>
<td>Andrew Brown</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Evidence Generated</th>
<th>V</th>
<th>A</th>
<th>C</th>
<th>C</th>
<th>S</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of what to do if there is a fire</td>
<td>Checklist completed during the observation</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>X</td>
<td>Needs to do questioning to ensure sufficiency</td>
</tr>
<tr>
<td>Observation of use of XYZ machine</td>
<td>Checklist completed during the observation</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>X</td>
<td>Demonstration would need to be explained by the learner possible answering assessor questions</td>
</tr>
<tr>
<td>Matric certificate from 1956</td>
<td>Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Evidence is not relevant against the specific assessment criteria</td>
</tr>
<tr>
<td>First aid certificate from 1999</td>
<td>Certificate</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>X</td>
<td>This will provide RPL evidence but is not sufficient on its own – also check expiry</td>
</tr>
<tr>
<td>Testimonial from the principal of the XYZ bible college</td>
<td>Testimonial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>As this is totally invalid to what is being assessed – it would be completely discarded and you need not go any further</td>
</tr>
</tbody>
</table>

Dealing with the Issue of Effective and Appropriate Feedback to the Learner

Providing feedback requires special skill. When providing feedback, cognisance must be taken of the individual’s needs and sensitivities. Feedback should be given with empathy and encouragement, especially when the learner has been evaluated as 'not yet competent'.

How should Feedback be given?

Good communication skills are important: face-to-face communication is particularly apt. This discussion needs to: solve problems, make decisions for future re-assessments, and provide the learner with encouragement.

It is useful for the learner to take away a hard copy of the assessment results. A hard copy is necessary for purposes of moderation or review.

The following steps should be taken when providing feedback:

- review the assessment criteria that the learner has performed to the required standard
- review the assessment criteria for which the required standards were not met
- for each assessment criterion that was not achieved, state clearly what the learner should have done to have met the standard
- agree with the learner what further evidence needs to be collected for reassessment
- establish a timeframe for reassessment (if this applies!)
- end by encouraging the learner to continue learning or to be reassessed when ready, if this is appropriate
Providing feedback when the learner has been assessed as ‘not yet competent’ may be difficult. The following approach is useful:

- ask the learner what he/she thinks he/she did competently
- ask the learner what he/she thinks could have improved upon
- ask the learner how he/she felt during the assessment process

**Turn problems into Opportunities**

Explain that the assessment opportunity has made the expectations quite clear and will enable the learner to be far better prepared for his/her next assessment. The learner should leave the feedback session feeling motivated to continue his/her journey of learning. Negative feedback is an opportunity for development for the learner and he/she should be encouraged to see this as a challenge.

**Provide Constructive Feedback**

Ensure that feedback is meaningful. Give learners the opportunity to walk away from the assessment with new information about their performance, information they can use to build on. Be aware of patronizing the learner, respect their views about the assessment and keep the learners’ developmental interests at the forefront of any feedback session.

**Be Objective**

Focus on competence: confine remarks to what happened. Avoid comments about the learner’s personality or past history.

**Relate Feedback to the Learner’s Needs**

In the case of a ‘not yet competent’ decision, one’s duty is to work with a learner to identify exactly how he/she can reach the required assessment standard in a future re-assessment against the particular assessment criteria. It is critical that the learner is able to go away from the feedback session with knowledge on how to improve their skills for re-assessment.

**Offer the Opportunity to Appeal**

Should the learner wish to appeal against the assessment decision the assessor should be able to discuss the appeal process and procedures in an open, non-threatening manner.
### Implementing and Conducting an Assessment in the Workplace

#### Assessment Guide

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Candidate Assessor</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Name</td>
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<td></td>
</tr>
<tr>
<td>Industry/Employee No</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Unit Standard Title</th>
<th>Describe routes and locations and draw simple maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>NUM312</td>
</tr>
<tr>
<td>Level</td>
<td>1 ABET 3</td>
</tr>
<tr>
<td>Credit</td>
<td>1</td>
</tr>
</tbody>
</table>

| Notes to Assessor   | See activity working papers                      |
| Notes to Learner    | See activity working papers                      |
| Assessment Methods  | Written (drawing and map interpretation)         |
|                     | Oral questioning                                 |

**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 : Candidate Assessor

__________________________
Date

__________________________
Date
<table>
<thead>
<tr>
<th>Unit Standard Title and No</th>
<th>Describe routes and locations and draw simple maps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Outcomes and Assessment Criteria</strong></td>
<td><strong>Assessment Method</strong></td>
</tr>
<tr>
<td></td>
<td>(How is the evidence of competence gathered? E.g. interview, observation)</td>
</tr>
<tr>
<td>SO1 – SO3</td>
<td>Written</td>
</tr>
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<td>AC1.1 – 1.3</td>
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</tr>
<tr>
<td>AC2.1 – 2.4</td>
<td></td>
</tr>
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<td>AC3.1 – 3.2</td>
<td></td>
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<tr>
<td>SO1 – SO3</td>
<td>Oral questioning</td>
</tr>
<tr>
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