

CONDUCT OUTCOMES-BASED ASSESSMENT

AN **ETDP SETA ACCREDITED** SKILLS PROGRAMME WITH



— SIGNIFY —

LEARNING ACADEMY

where learning becomes a journey

UNIT STANDARD COVERED

UNIT STANDARD NAME	Conduct Outcomes-Based Assessment
UNIT STANDARD ID	115753
NQF LEVEL	NQF Level 5
CREDITS	15 Credits

COURSE OUTLINE

MODULE 1 – OVERVIEW OF EDUCATION & TRAINING IN SOUTH AFRICA

- The Skills Development Framework
- The South African Qualifications Authority (SAQA)
- The development of the NQF
- Implementation of the NQF
- The National Qualifications Framework (V1)
- These principles underpin the objectives of the NQF (V1)
- The objectives of the NQF (V1)
- Structure of the NQF (V1)
- Qualifications under the NQF (V1)
- Changes to the NQF landscape
- Why the system failed
- Legislative framework
- Improving the NQF
- Standards and qualifications
- Structure of the new NQF (2010 and onwards)
- What has not changed?
- The Occupational Learning System (OLS)
- Quality assurance under the NQF (V2)
- Learner Achievements (awards) under NQF
- Development of Qualifications and unit standards under NQF (V2)

MODULE 2 – OUTCOMES BASED TRAINING

- Definition
- Principles of Outcomes-Based Education and Training
- 3 Pillars of Outcomes Based Education
- Comparison of Outcomes-Based Education to Contents-Based Education
- Advantages of OBE
- Recognition of Prior Learning (RPL)
- Role Players in The Assessment Process
- Learner
- Advisor
- Assessor
- Internal Moderator
- External Moderator/Verifier
- Selecting Assessors
- Registration of Assessors
- Unit Standard Design
- Registration of Assessors
- Unit Standard Design
- Competence
- Applied Competence
- Assessment Purpose
- Principles of Assessment
- Comparison of old and new assessments
- Assessment Categories
- Assessment Methods
- Assessment Instruments
- Criteria for selection of an assessment Method/Instrument
- The Overall Assessment Process
- Assessment Instruments
- Evidence
- Direct Evidence
- Indirect Evidence
- Supplementary/Historical Evidence
- Principles of Evidence

MODULE 3 – PREPARE FOR ASSESSMENTS

- Assessment Assignment

- Assessment Requirements

MODULE 4 – PREPARE CANDIDATES FOR ASSESSMENTS

- Assessment Details
- Is the candidate ready for assessment?
- Pre-Assessment Meeting

MODULE 5 – CONDUCT ASSESSMENTS AND DOCUMENT EVIDENCE

- Environment and Assessment Practices
- Conduct the Assessment
- Unforeseen Circumstances
- Language
- Questioning
- Sufficient Evidence
- Key Principles for Assessments
- The “good assessment checklist”

MODULE 6 – EVALUATE EVIDENCE & MAKE ASSESSMENT JUDGEMENTS

- Evaluate Evidence
- Quality of Evidence
- Storing of Assessment Documentation

MODULE 7 – PROVIDE FEEDBACK ON ASSESSMENTS

- Parties
- Timeframe
- Sequence
- Formats
- Manner of giving feedback
- Feedback from the candidate
- Explanation and Clarification
- Further Development
- Disputes
- Appeal Procedure Example

- Checklist for Providing Feedback

MODULE 8 – RECOGNITION OF PRIOR LEARNING

- Purpose
- Principles
- Process
- Benefits
- Diagnostic Assessments

MODULE 9 – REVIEW ASSESSMENTS

- Good and Bad Practice
- Feedback
- Quality
- Moderation
- Meeting Roles
- Meeting Roles
- Internal Moderation

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