ASSESSMENT IN VET A
ASS510S

MS. F.B. ANDERSON

OUTLINE

- **What are the Learning Outcomes for this course?**
- **Different units and their learning outcomes**
- **Overview of ASS510S**
- **Challenges**
- **Challenges and Conclusion**

COURSE OBJECTIVES

- Demonstrate knowledge of the use of Unit Standards and diverse types of evidence in formative and summative assessment
- Identify key factors shaping the development of formative and summative assessment tools
- Identify and describe learning outcomes for formative and summative assessment tasks
- Design broad guidance related to the conduct of summative assessment
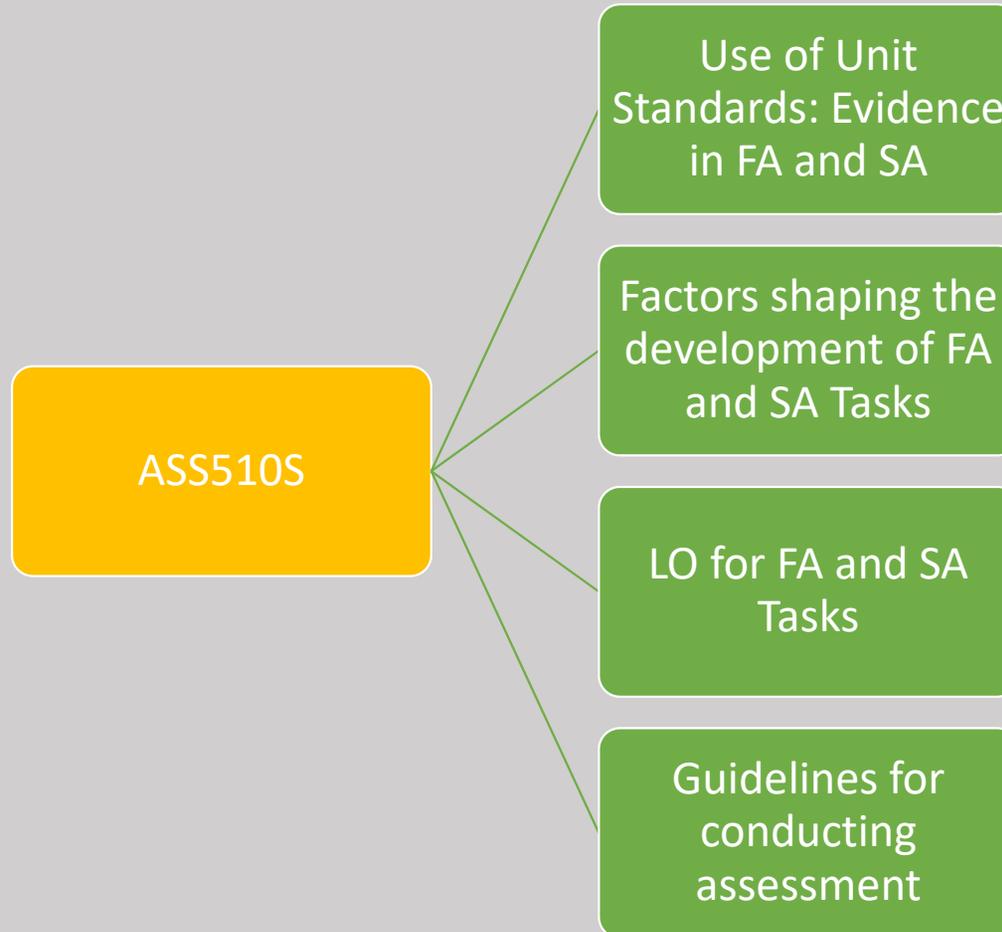
1. Use of Unit Standards: Evidence in FA and SA

- **Define** the concept unit standard
- **Demonstrate** an understanding of the purpose of unit standards
- **Distinguish** between various types of unit standards
- **Differentiate** between FA and SA
- **Demonstrate** knowledge of the use of unit standards and diverse types of evidence in FA and SA

Types of Unit Standards

KEY SKILLS

Literacy

Numeracy

Life Skills

Work skills

English Communication and ICT

Business Skills

OCCUPATIONAL SKILLS

Mandatory occupational credits (essential skills, for example OHS)

Core occupational skills

Optional occupational credits (extend activities in core and mandatory within a specialist context (Armstrong, 2013, p.17)

2. Factors shaping the development of FA and SA Tasks

- **Explain** the reasons for developing assessment tasks
- **Identify** factors to be considered in the development of FA and SA tools
- **Design** FA and SA tasks

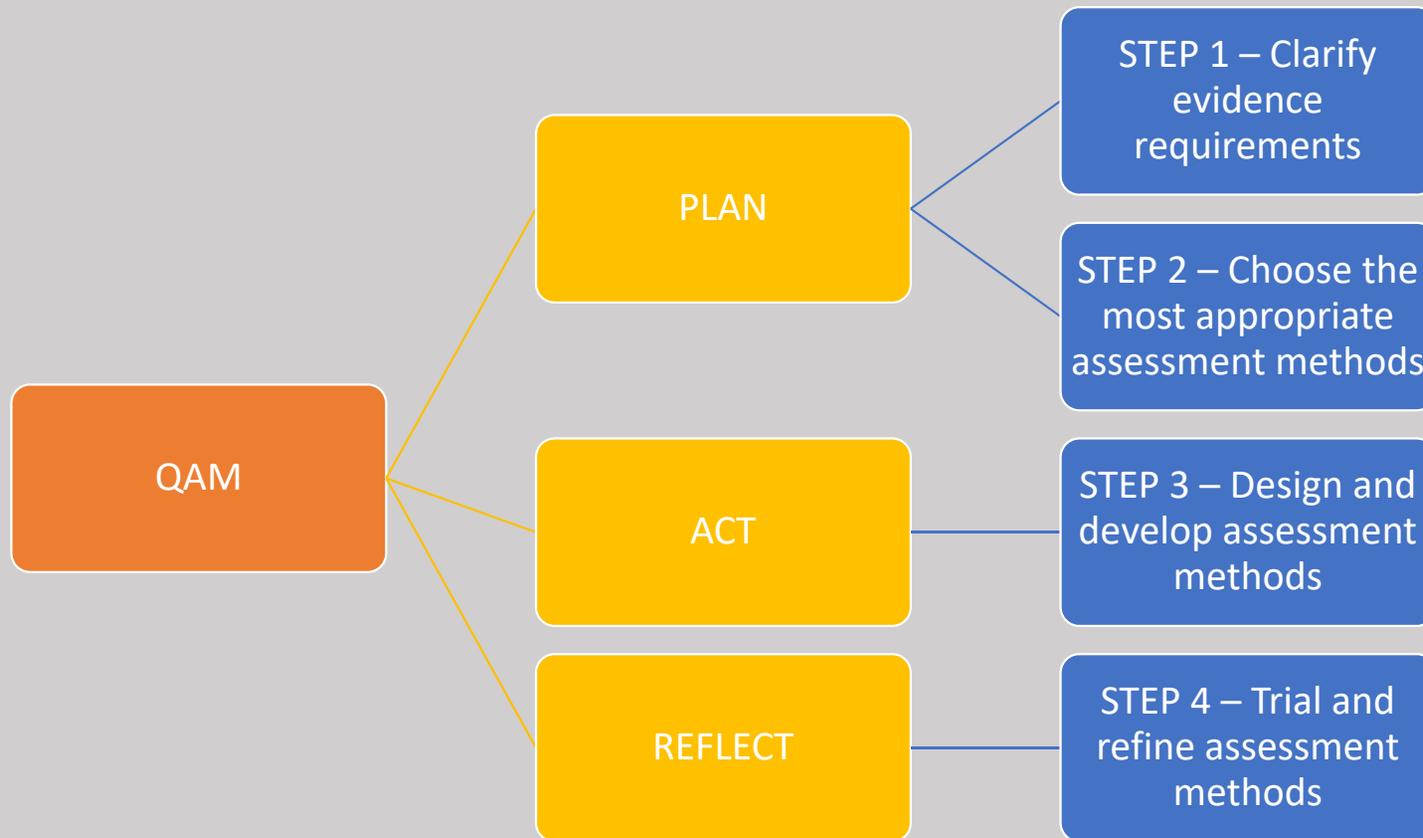Why do we develop assessment tools? What are the factors to be considered?
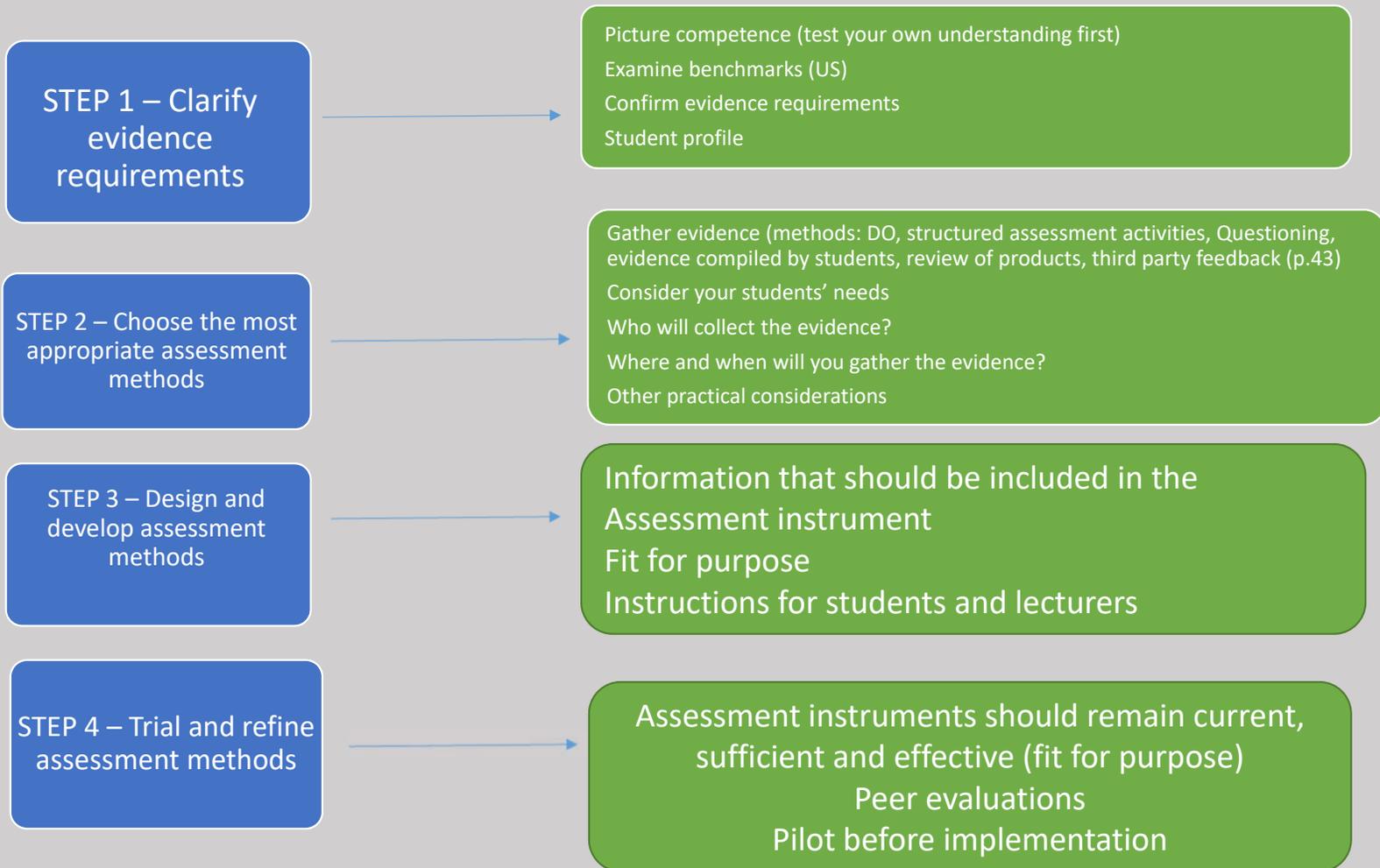
Principles of Assessment
- Validity, reliability, flexibility, fairness

Why are these factors important in the development of assessment tools?

Source: Adapted from Government of Western Australia (2012)

STEP 1 – Clarify evidence requirements

Picture competence (test your own understanding first)

Examine benchmarks (US)

Confirm evidence requirements

Student profile

STEP 2 – Choose the most appropriate assessment methods

Gather evidence (methods: DO, structured assessment activities, Questioning, evidence compiled by students, review of products, third party feedback (p.43)

Consider your students' needs

Who will collect the evidence?

Where and when will you gather the evidence?

Other practical considerations

STEP 3 – Design and develop assessment methods

Information that should be included in the Assessment instrument

Fit for purpose

Instructions for students and lecturers

STEP 4 – Trial and refine assessment methods

Assessment instruments should remain current, sufficient and effective (fit for purpose)

Peer evaluations

Pilot before implementation

3.LO for FA and SA Tasks

- **Define** the concept learning outcomes (LO)
- **Identify** and describe LO for FA and SA tasks
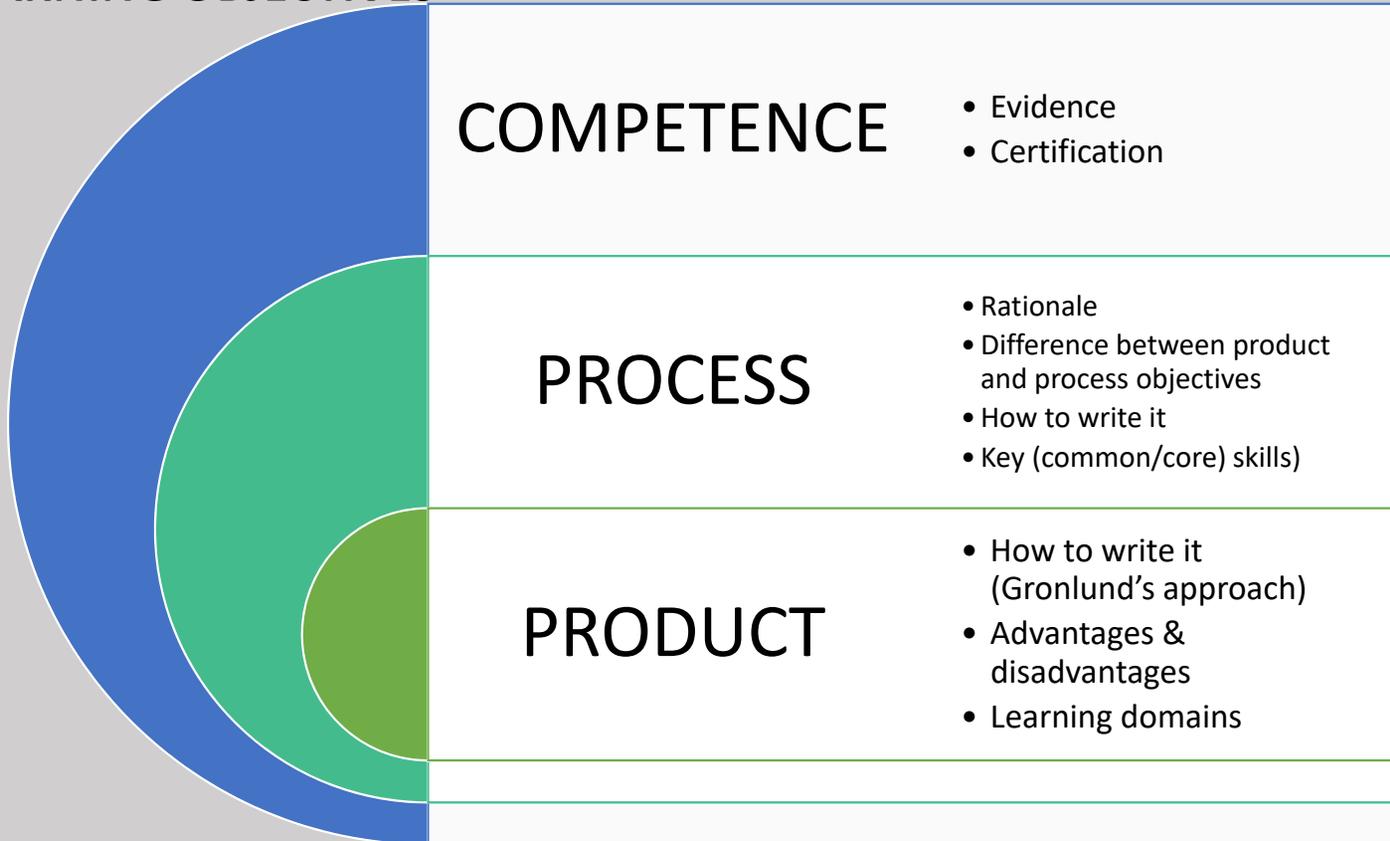
What is a learning outcome?

Identify and describe LO for FA and SA tasks

There are three (3) types of objectives:
a) Product Objectives (specific skills and knowledge required for a job)
b) Process Objectives (specific performance expected from a student as a result of training)
c) Competence (LO)

LEARNING OBJECTIVES

COMPETENCE
- Evidence
- Certification

PROCESS
- Rationale
- Difference between product and process objectives
- How to write it
- Key (common/core) skills

PRODUCT
- How to write it (Gronlund's approach)
- Advantages & disadvantages
- Learning domains

LEARNING OBJECTIVES

NORMAN GRONDLUND'S PRODUCT OBJECTIVES

Writing GO and SO must be within one of three domains at a specific level within that domain

Refer to pg. 64-65 of ASS510S study guide for the verbs that can be used when writing GO and SO.

GENERAL OBJECTIVES (GO)

SPECIFIC OBJECTIVES (SO)

Grondlund (2008) as cited by Reese & Walker (2007, p.63)) proposes four guidelines for writing general objectives and these are:

- *Guideline 1: Objectives should be stated in terms of student performance (student focused)*
- *Guideline 2:Objectives should be stated in terms of the LO and not learning process.*
- *Guideline 3: Statements of objectives should link content with desired behaviour.*
- *Guideline 4: Avoid the use of more than one verb in each GO.*

- State general objective
- Starts with an action verb
- Explain GO
- Includes condition and criteria
- Do not omit complex objectives (eg. Appreciate)
- Communicate each LO
- LO of previous becomes pre-requisite for next SO

Where do the learning domains fit in?

https://youtu.be/dakNnkaH0NQ

PROCESS OBJECTIVES

- Rationale

  According to Armstrong (2013, p.68), " *a process objective is a specific statement of the performance expected from a student as a result of training*".

- Difference between product and process objective?

PRODUCT	PROCESS
- Focus on output - Learning style and content is similar - Teaching and learning is seen as the means to an end - Learning is observable and measurable - Outcomes are predictable - Content focused	- More student centred - Learning experiences and outcomes vary according to the individual - Teaching and learning activities compliment the process - Learning may not be observable or measurable - Outcomes are unpredictable - Not content focused

PROCESS OBJECTIVES

- Writing process objectives
- ✓ Reflect on general learning that the course aims to achieve
- ✓ Use personal qualities, skills, attitude and practical knowledge as a benchmark
- ✓ Rely primarily on the skill of analysis, problem solving, personal qualities (resilience and responsibility), ability to transfer knowledge and skills acquired in one context to the next
- ✓ Emphasis is on the future experiences of students (Armstrong, 2013, p.70)
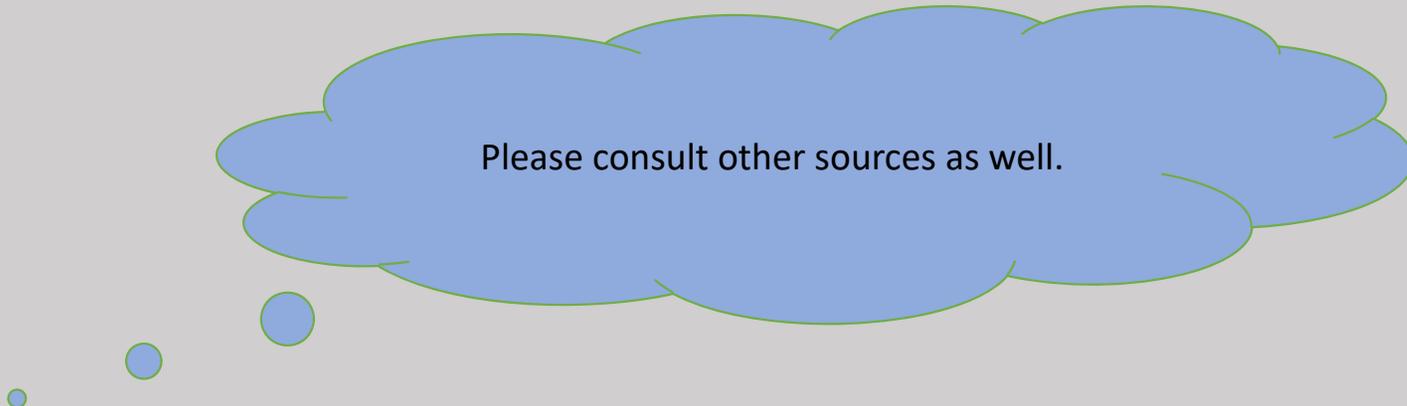
Please consult other sources as well.

What are key skills?

These refer to cognitive and psychomotor skills

Reese and Walker (2013, p.71) define a key skill as "*the possession and development of sufficient knowledge, appropriate attitutes and experience for successful performance in life roles. This includes employment and other forms of work, it implies maturity and responsibility in a variety of roles, and it includes experience as an essential element of competence.*"

The six common key skills are:
- Application of numbers
- Communication
- Information and Communication Technology (ICT)
- Working with others
- Improving own learning and performance
- Problem solving
  Source: Reese & Walker, 2007

WHY ARE THESE SKILLS IMPORTANT IN VET?

COMPETENCE

- What is competence?
- Why is it important?
- What are the sources of evidence?
- ✓ Performance evidence (observation)
- ✓ Supplementary evidence (oral)
- ✓ Evidence from prior achievement (examples?)
- Collection of Evidence (What does this depend on?)
- Verification (Who, What and Why)
- Certification (Who, What and Why)
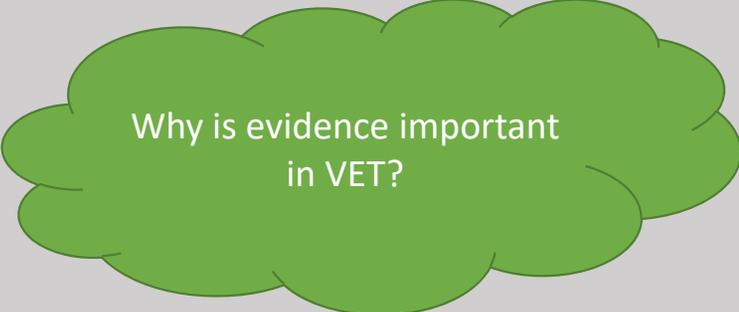
Why is evidence important in VET?

4. Guidelines for conducting assessment

- Describe requirements for the assessment of learner performance
- Design broad guidance for the conduct of SA

Documented assessment plans
Adherence to principles governing good assessment
Comprehensive internal moderation system
Compliance

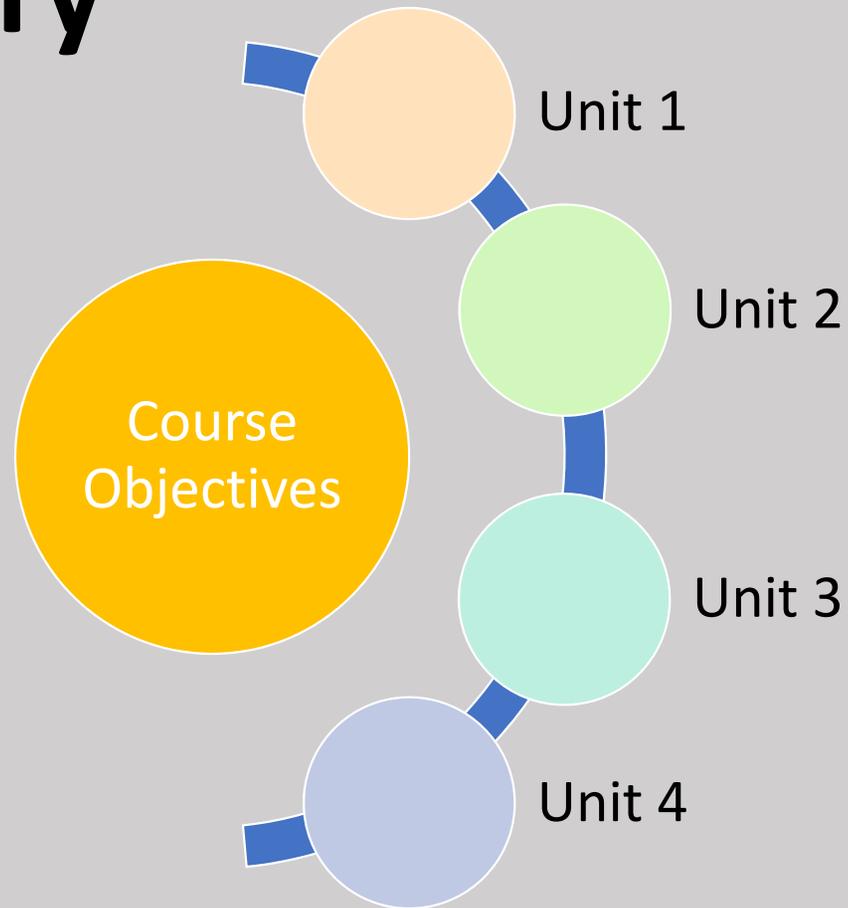Step 1: Plan the Assessment

Step 2: Prepare the student

Step 3: Conduct the assessment

Step 4: Provide feedback, Appeals and RA info

Step 5: Record and report results

Step 6: Review the assessment process

Q&A

THANK YOU

Assignment 01

ASSIGNMENT 01 – Prepare and Conduct Assessment (100)
INSTRUCTIONS:
Select any Occupational Unit Standard of your choice **(minimum 5 credits) (please note that it should be competency-based and not modular-based)**
Develop formative assessment task(s)
Develop summative assessment task(s) (it should include the whole unit standard and should include at least three assessment methods)
Ensure that you have included all the elements and performance criteria as outlined within the selected unit standard.
Populate the above stated information into the table provided.

Remember to consider the factors when developing formative and summative assessment tasks. You should also consider Bloom's Taxonomy as well as the different learning domains when developing your assessment instruments.
Attach the evidence as part of assignment 01.
Instructions:
Use the template provided and populate the table with the relevant information as outlined above.
Re-type this form and populate it with the information that you have derived from the unit standard that was selected. **Remember to attach your assessment rubric as part of your assignment.**

Assignment

Unit Standard ID:		Unit Standard Title:		Credits:
Element				
Performance Criteria	Formative Assessment Activity	Assessment Method	Summative Assessment Activity	Assessment Method
Element				
Performance Criteria	Formative Assessment Activity	Assessment Method	Summative Assessment Activity	Assessment Method

Assignment 02

2A (PROJECT / POWERPOINT – 50 MARKS)
ASSESSMENT 2B – PRESENTATION – The role of educational media in the teaching and learning
Process. (100 MARKS)
INSTRUCTIONS
Consult the following recommended literature:
Jacobs et al (2016:283 - 309). *Teaching-Learning Dynamics* (this textbook is issued by the Education and Languages Department to all VET students).

Technology has become an integral part of the teaching and learning process, even within the Vocational Education Sector. As VET trainers, we need to be aware and open to using various teaching technologies within the classroom. Using this information as a backdrop, consult at least 5 resources (not older than 5 years) that pertain to the use of technology in Vocational Education.
Your task is to:
Motivate your reasons why you think (or do not think) that educational technology is useful as an instructional tool within the Vocational Education Sector.
How educational technology can assist you during the teaching and learning process.
How educational technology can assist during the assessment (formative and summative) assessment processes.
How educational technology can assist the student during the learning process (consider the different cognitive domains and how technology can be used in each).
What the NUST as well as the NTA can do in order to promote the usage of educational technology for our VET students.
How will educational technology be useful for the professional development of our VET trainers
Provide examples of educational technology/tools that can be used in your trade in order to convey the theoretical and/or practical components to the VET students.
Any suggestions and/or recommendations that you can provide the VET Trainers pertaining to the use and benefits of using educational technology to teach the various occupational trades.
Prepare a PowerPoint presentation that outlines the above mentioned aspects pertaining to the use of educational technology in VET.