COURSE OBJECTIVES

1. Describe the concept and purpose of performance standards
2. Explain the use of performance standards in assessment
3. Prepare to conduct assessment
4. Conduct assessment
5. Verify the quality of evidence
6. Record assessment decisions
Unit 1 – Performance Standards and Assessment

Objectives:
1. Define the concept and purpose of performance standards
2. Describe the purpose of performance standards
3. Explain the use of performance standards
1. PERFORMANCE STANDARDS

Definition

Purpose

Use
“Provide the employee with specific performance expectations for each major duty. There are observable behaviours and actions which explain how the job is to be done, plus the results that are expected for satisfactory job performance. They tell the employee what a good job looks like”. (Indiana University, 2013 as cited by Namibia University of Science and Technology – Centre for Open and Lifelong Learning 2016)

Performance standard relates to assessment, instruction and student work and outline the competencies required to carry out a specific job role or function (NUST-COLL 2016).
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Characteristics of Performance Standards

• PS are based on the position not person
• Should be realistic and attainable
• Describe conditions that exist when performance meets expectations
• Be expressed in terms of quantity, quality, time, cost, effect, manner of performance or method of doing
• Be measurable against specific standards
(Source: NUST-COLL 2016:14)
Purpose

- Communicate expectations
- Communicate expected behaviours
- Performance management purposes
- Identify and provide feedback on gaps between expected and actual performance
- Increase job satisfaction
- Induction purposes
- Relationship building
According to the Government of Western Australia (2013), “Individuals are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace” (Government of Australia, 2013 as cited by NUST-COLL 2016)

Performance Standards in Assessment:
• Determine competency
• Involves a variety of methods (competency-based)
• Method and timing will depend on assessor, student and competency being assessed

Do you agree? Where does the PS contained in the assessment instrument come from? What happens to students who are already competent?
Unit 2 – Prepare to conduct assessment

Objectives:

1. Explain the selection methods and tools
2. Develop a checklist for the assessment plan
3. Justify the use of documents during the assessment process
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- Understand competency and training packages
- Understand the role of evidence
- Select assessment methods
- Determine assessment outcome
- Document the process
Competency consists of task skills, time management skills, contingency management skills and job/role environment skills

Components of training packages: endorsed components and support material

Evidence: direct/indirect/supplementary VACS

Observation/Questioning/Review of POE/third party feedback/Structured activities

Determine assessment outcome

Select assessment methods

Document the process

VACS, validation processes have been used, assessment decisions recorded, reviewed and improved, is in line with workplace requirements and NQF level

Understand competency and training packages

Understand the role of evidence
Consider the following when selecting Assessment Methods...

- **Clustering** – a number of units of competence can be clustered together. Clustering should take into account the work activity, assessment context, training and assessment arrangements for the qualification, time, resource(s), facility and personnel available. Clustering ensures holistic assessments

- **Competency Profile** - once units of competence have been identified, then you will develop a competency profile (overall picture of a competent person). Assessor must compile information outlined in the unit(s) of competence, the NQF descriptor(s) and employability facets identified in the qualification.

- **Evidence Required** – must reflect skills, knowledge and language encompassed in the competency profile and complies with VACS.

- **Assessment Methods** – student’s needs should be considered, nature of work activity to be assessed and location of assessment.
Consider the following when selecting Assessment Methods...continued

- **Evidence matrix** – a mapping exercise that will ensure that all the assessment evidence gathered complies with the unit(s) of competency. Ensures that evidence is **valid** and **sufficient**.

- **Assessment Plans** – provided to students at the start of the assessment process. Also used in case of appeals. Assessment plans should contain:
  - Units of competency
  - Assessment methods
  - Context of assessment (venue)
  - Aspects to guide judgement (criteria for decision-making)
  - Supplementary criteria (where applicable)
Unit 3 – Plan and Conduct Assessment

Objectives:
1. Conduct an assessment activity
2. Verify the quality of evidence
3. Record assessment decisions
4. Provide feedback on assessment practices
Step 1: Plan the assessment
- Student must be prepared
- Assessment tools and materials are available and principles of assessment applied
- Assessment procedure reviewed
- All logistical arrangements are in place (time, venue and personnel)
- Reasonable adjustments have been made (where applicable)

Step 2: Prepare the student
- Scope, purpose and context have been agreed upon by the student
- Student understands assessment plan
- Pre-assessment meeting conducted
- Appeals process explained

Step 3: Conduct assessment
- Conducted in accordance with the assessment plan
- Evidence complies with VACS
- Decision is recorded appropriately and in line with relevant rules and regulations of assessing institution and other regulating processes
- Quality of evidence verified
Step 4: Provide feedback, appeals and re-assessment info
- Clear and constructive feedback
- Gaps identified and remedial action provided
- Re-assessment/Appeal info provided to the student
- Assessment dispute reported to relevant personnel

Step 5: Recording and reporting assessment results
- Accurately in line with relevant record-keeping policies and procedures
- Confidentiality is ensured
- Appropriate documentation is completed
- Statement of attainment issued

Step 6: Reviewing the assessment
- Feedback from student
- Feedback from assessor
- Relevant assessment reports submitted (for example the Assessor/Observer and Moderator reports, Declaration of Authenticity, Confirmation of Outcomes, etc)
- Appropriate validation processes are implemented
Why is student feedback necessary in the assessment process?

Why do I need to do so much admin work when I conduct assessments?
Q & A
Thank You.
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bye bye!!
ASSIGNMENT 1 – PERFORMANCE STANDARDS IN ASSESSMENT

Before any assessment can be conducted, the trainer and the assessor need to be aware of the importance of Performance Criteria. These Performance Criteria are contained within Unit Standards and outlines the criteria against which students should be assessed in order to determine competence.

a) In your own words, explain the meaning of Performance Standards and their importance when in terms of conducting an assessment.

b) Explain the difference between Performance Standards and Unit Standards.

c) Select any Unit Standard from any occupational area with a minimum of 15 credits and develop an Assessment plan which contains the Elements and Performance Criteria of the Unit Standard that you have selected.

Points to consider when developing your assessment plan:

• Clearly outline the following:
  – Elements
Performance Criteria (PC)

- assessment tasks/activity per performance criteria (PC)
- Outline assessment evidence
- Assessment method to be used
- Develop a form which includes all of the afore mentioned criteria.

*Remember to make provision for the student’s personal details when designing your assessment
ASSIGNMENT 2 – PLAN AND CONDUCT ASSESSMENT
Use the Assessment plan that was developed in Assignment 01. Conduct an assessment with a minimum of three (3) students. Compile the information in the form developed in Assignment 01.
Attached the form which contains the assessment information of the three (3) candidates as part of Assignment 2.
NOTE: It is very important to acknowledge the source you used in the text.
Remember to reference material of authors in text
• The same sources must appear in your reference list
• Reference list must start on new page and must be compiled correctly according to the APA citation style
• Marks will be allocated for spelling and grammar as well as the all over neatness and layout of the assignment
• The assignment questions must be attached to your assignment with the rubric
• Keep to the due date; no late assignments will be marked
Note: Font: Calibri; Font size 11; Spacing 1.5.
ASSIGNMENT 3 – PLAN AND CONDUCT ASSESSMENT

Considering the steps below for planning and conducting assessment, write a reflective essay (one (1) A4 page) about the assessment that was conducted in Assignment 02.

Source: Government of Western Australia (2013, p.32)

Consider the following points:

- The Unit Standard used and from which occupational area is it
- An overview of the learners assessed
- Which information and support was conveyed through the various stages of planning and conducting assessment
- Any challenges faced during the planning and conducting of assessment
- Remedial action taken to address the challenges that were encountered during the planning and conducting of assessment phase
- Did the assessment address all of the performance criteria
What was the outcome of the assessment
- What type of feedback was provided
- Did the assessment instrument cover the underpinning knowledge
- Did the candidate show the ability to understand and apply knowledge
- Does the evidence comply with the assessment criteria (VACS)
Who were the other stakeholders during the planning and conducting of assessment phase? What role did they play?

− How was the results recorded and reported
− Why is it important to review the assessment process
− Future recommendations for trainers and assessors to consider when planning and conducting assessment.
ASSIGNMENT 4 – PLAN AND CONDUCT ASSESSMENT

Scenario: You have been invited to conduct assessment at Tupopyeni Vocational Training Centre. This centre is a newly established centre and they only offer Office Administration and Bricklaying occupational trades. The Bricklaying Level 1 assessment is only an internal assessment, however the Tupopyeni VTC intends to use this experience to prepare themselves for the upcoming external assessment to be conducted by the Namibia Training Authority (NTA) within six months’ time.

Upon arrival, you (the assessor) found that the facilities were not prepared and the tools and equipment were insufficient for the number of trainees to be assessed. Apart from this, Tupopyeni VTC assumed that the Assessor would come with their own assessor package (Pre-Assessment documentation, theory and practical assessment instruments as well as the Post-assessment instruments). When you enquired about the Assessment Plan from the Bricklaying Trainer, he was not aware of such a document and explained that each instructor just trained by using the course manuals that was provided by the NTA. The Bricklaying instructor also did not see why the Unit Standards were relevant, since they have the course manuals available.
a) From the Scenario, compile an essay where you explain the following points to Tupopyeni Vocational Training Centre:

- The importance of performance standard and assessment
- The importance and use of unit standards, especially when it comes to assessment
- The process to be followed when preparing to conduct assessment
- The process to be followed when planning to conduct assessment
- Verifying the quality of assessment
- Feedback, appeals and re-assessment opportunities
- Recording and reporting results
- Reviewing the assessment
- Future recommendations for the training provider
ASSIGNMENT 5 – FEEDBACK AND REVIEW OF THE ASSESSMENT PROCESS

The various phases of the assessment processes (prepare, plan and conduct assessment) have now been concluded. Use the group of students that were assessed in Assignment 02 and provide feedback to them about the assessment results. After you have provided feedback to the learners, do the following:

a) Allow each candidate to complete the Candidate’s Feedback on the Assessment Process Form (Appendix A)

b) The assessor (You) need to complete an Assessment Review Form (Appendix B)

c) Write a short reflection (+- 100 words) on the findings and future recommendations.

Note: Attach Appendix A + Appendix B as well as your short reflection (+- 100 words) as part of Assignment 05.

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• Reference list must start on new page and must be compiled correctly according to the APA citation style
• Marks will be allocated for spelling and grammar as well as the all over neatness and layout of the assignment
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Do not copy and paste resources.

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