FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

ASSIGNMENT 1

COMPETENCY-BASED ASSESSMENT A

CBA410S
Centre for Open and Lifelong Learning

TEST 1 MEMORANDUM

COMPETENCY-BASED ASSESSMENT A (CBA4105)

DATE: 05 April 2019
TOTAL MARKS: 50
DURATION: 2 hours
TUTOR NAME: MS. F. ANDERSON

INSTRUCTIONS:
– All questions should be answered.
– Please write neatly and legibly.

QUESTION 1

Define the following concepts:

1.1 Assessment

Assessment is the process of identifying, gathering and interpreting information about a learner’s achievement, as measured against nationally agreed outcomes for a particular phase of learning.

1.2 Awarding Body

An official organisation that has national approval to award formal qualifications to learners. The awarding body is responsible for setting the curriculum for qualifications and for quality assurance of training providers that offer these qualifications.

1.3 Performance Criteria

The part of a competence standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.

1.4 Assessor

The person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure that achievement of specified National Qualifications Framework standards or qualifications.
QUESTION 2

2.1 List the four (4) uses of summative assessment. (4)
   - To record achievement
   - To anticipate future achievement
   - To allow learners to progress to higher study
   - To allow learners to enter or progress within the workplace

2.2 List the ten (10) elements which a Unit Standard should consist of. (10)
   - Unique Unit ID number
   - Unit title
   - NQF level
   - Purpose
   - Special Notes
   - Quality Assurance Criteria
   - Elements
   - Performance Criteria
   - Range Statement
   - Registration Data

2.3 According to Tummons (2011), there are six (6) main reasons why we conduct assessment. State and explain the six (6) reasons. (6)
   - To find out if learning has taken place
   - To diagnose learners’ needs
   - To provide public acknowledgement and certification of learning
   - To allow processes of selection to be carried out
   - To provide a way to evaluate learning programmes
   - To motivate and encourage learners

2.4 State whether the following statements are true or false
   a) ‘Assessment of learning is called Formative Assessment - False
   b) Competency-based assessment is also known as norm-based assessment – False
   c) Questioning is regarded as an assessment method – True
   d) It is not important to consider the Unit standard when developing assessment instruments – False
   e) The Namibia Training Authority is responsible for registering qualifications on the National Qualifications Framework (NQF) – False
   f) Vocational Education Qualifications are registered by the Namibia Qualifications Authority (NQA) – True (6)
QUESTION 3

3.1 State and explain the three (3) main types of assessment. (3x2=6)
   - **Diagnostic Assessment** – usually carried out at or near the start of a training program. It can be used to assess the learner’s suitability for a particular program and to determine their current learning status. It assesses subject-related knowledge, skills and attitude as well as the learner’s basic skills. Basic skills usually refer to a learner’s skills in English, Mathematics and ICT.

   - **Formative Assessment** – takes place during the training program as an integral part of the learning process. Sometimes referred to as **Assessment for Learning**. It is a continuous process.

   - **Summative Assessment** – happens at the end or near the end of a lesson, unit, course or a learning program. It is always formal and determines whether a learning outcome has been achieved. Sometimes called **Assessment of Learning** and usually linked to the formal recognition of training (for example a certificate of competence).

3.2 Explain the difference between Continuous-Assessment and Competency-Based Assessment. (2x2=4)
   Continuous Assessment involves assessing a learner’s progress on an ongoing basis throughout a learning programme. A range of different assessment methods are used, and the results of the assessment serve to continually adapt the training programme to meet the learner’s needs.

   Competency-Based Assessment involves assessing a learner’s performance against a pre-defined standard of performance.

   *(2 marks for each)*

3.3 There are many ways of collecting evidence during the assessment process. Provide two (2) examples of the following type of evidence: (6)
   a) **Direct Evidence** – Observation in the workplace, naturally occurring evidence, end product or outcome, written answers, video or audiotape, portfolio *(Any 2)*
   b) **Indirect Evidence** – narrative of work processes and procedures, written reports and articles, simulations, description of equipment, materials and products, certificates from other sources, products from previous work, portfolios, exercise books & reports, past testimonials, work/school history, testimonials from trustworthy sources or case studies *(Any 2)*
   c) **Supplementary Evidence** – written or oral questions, classroom testing, third-party reports *(Any 2)*

**TOTAL MARKS FOR TEST 1: 50 MARKS**

**END OF TEST. GOOD LUCK!**