FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2019

TEST 1

COMPETENCY-BASED ASSESSMENT B

CBA420S
TEST 1 MEMO

COURSE & COURSE CODE: COMPETENCY-BASED ASSESSMENT B (CBA420S)
DATE: 28 September 2019
DURATION: 2 hours
TOTAL MARKS: 50
TUTOR NAME: MS. F. ANDERSON

INSTRUCTIONS:
- Answer all of the following questions.
- Write neat and legible.

QUESTION 1 [10 MARKS]

Define the following concepts:

a) Reflective practice – the process of reflecting on your performance as a professional in order to learn from it and improve upon your practice in future (2)

b) Mapping – The process of matching assessment activities and evidence to each of the Performance criteria and elements of competence in a Unit Standard. (2)

c) Data protection – Laws or policies that govern the use of personal data about individuals that is held by organisations. It includes the rights of individuals with regard to the information that is held about them and the responsibilities of the organisation that holds the data. (2)

d) Sampling – the process of selection of a small number of items from the total number of Items (2)

e) Awarding body – An official organisation that has national approval to award formal qualifications to the learner. The awarding body is responsible for setting the curriculum for qualifications and for the quality assurance of training providers offering their qualifications (validation and moderation) (2)
QUESTION 2

2.1 Explain the difference between evidence of learning and evidence of achievement.

Evidence of learning is a large collection of material of various types that is accumulated by the learner over the delivery of a training programme. This often tends to be collected and stored in a file.

Evidence of achievement is evidence that clearly demonstrates that learning outcomes have been achieved, by meeting relevant performance criteria. This evidence will be made available for the internal and external moderator when conducting moderation.

2.2 State the five (5) reasons for recording trainees’ achievement

- For qualification and accreditation purposes
- For appeals
- For quality assurance and moderation
- For evaluation
- For future reference

2.3 List four (4) functions of record keeping

- Ensures quality
- Enable trainers to give accurate guidance and feedback to learners
- Enable trainers to plan, monitor and review the trainee’s progress and achievement
- Enable trainers to provide information about the achievement of trainees to other organisations and individuals

2.4 In your own words, explain the need for assessment in training.

Possible answer could include, but is not limited to the following aspects:

- Progression to next level of training
- Determine if the competency standards as outlined within a unit standard has been attained
- Certification purposes
- Monitoring and evaluation of training, training standards and assessment instruments
- Course/program evaluation
- Self-evaluation and/or qualification purposes
- Tracer study purposes

Any four (4) of the above
QUESTION 3

3.1 In your own words, explain the need for Assessors to undergo assessment training (why do assessors need to undergo training in assessment methods, practices and principles).

Possible answer could include, but is not limited to the following aspects:
- Ensure quality
- Ensure consistency (all the six steps of conducting an assessment should be followed)
- Ensure that assessment comply with the principles of assessment
- Ensure that assessment instruments comply with the principles of assessment
- Ensure access and equality for all students when conducting assessments
- Ensure that evidence is VACS
- Professional development purposes
- Be aware of and be able to cater for special needs learners when conducting assessment

Any four (4) of the above

3.2 Explain the purpose of assessment reports for the following stakeholders: [5X2=10]

a) **Moderators** – Review assessment decisions made by assessors as well as monitoring and evaluation of training, feedback to relevant stakeholders

b) **Training Centre Management** – provide an overview of trends pertaining to assessment, trainee performance, the number of trainees registered, drop out rates, number of assessments conducted by assessors as well as significant changes to assessment practice implemented or planned.

c) **Awarding Bodies** – number of candidates registered as training institutions, number of qualifications and/or unit standards awarded.

d) **Training Programme Funders** – number of trainees registered on funded programmes, number of trainees that have achieved a funded qualification, breakdown of trainees by gender/ethnicity/disability or age as well as for tracer study purposes.

e) **National Training Authorities** – qualifications offered by training providers, number of trainees registered, number of trainees declared competent, breakdown of trainees by gender/ethnicity/disability or age, tracer study purposes as well as the number of training/assessing staff employed

(Any 2 of the above per stakeholder)

3.3 State the purpose of record keeping for the following stakeholders: (4)

a) The trainee – it allows the trainee to monitor their progress

   it serves as a source of motivation

   it serves as evidence to demonstrate competence

   (Any 2 of the above)

b) The trainer - record keeping of the trainees' progress

   progress reviews

   monitoring and evaluation purposes

   (Any 2 of the above)
3.4 State five (5) record keeping principles in competency-based assessment.
Recording of data should be simple and efficient
Records of assessment should specify what evidence is collected, when it is collected and the method of assessment used
Assessment records should reflect all areas of performance
Records should express clearly the competencies assessed and the degree of competency achieved
Records are confidential and should be treated accordingly
Records should be continuously updated
Records must be easily accessible
Record keeping must be conducted in accordance with national and organisational data protection policies
Individual trainees should have access to their own assessment records, in accordance with data protection policies
Records must be retained for the period specified by the relevant training organisation, awarding body or qualifications authority
Any five (5) of the above

END OF TEST
GOOD LUCK!