Dear Students

This is a feedback for Test 2, Professional Development and Practice A (PDP410S). The purpose of this feedback is, inter alia, to make certain observations regarding your answers to the questions as contained in Test 2, in an attempt to guide you to find the most appropriate answers and/or solutions. This feedback can also assist you in doing better in Test 3.

Most of you performed very well and I could see improvement. Congratulations to those that have passed the test. However, only 58 out of 62 students wrote the test.

The Assessment Criteria refers:

- You will be doing two Assignments, weighting 50% each.
- You will be writing two tests, weighting 50% each. You will be writing a make-up / supplementary test, replacing a zero (0) grade and/or the lowest grade. Those that have missed a test, can write the make-up test.
- Your final mark: 100% Continuous Assessment

Highest score: 82 %
Lowest score: 14%
# of failures: 17
# of Pass: 40
Group Average: 52 % (an improvement with 14 %)

General Observations and Guidelines for answering questions:

- Read the question thoroughly before you attempt to write the answers.
- Use the mark allocation to determine the number of answers that you will write. In other words, if total marks for a question is 2, it will mean that you have to write at least 2 answers, if it is ten marks, it warrantees ten answers.
• Study the action verbs carefully as it will give you an indication of what the instruction is. For example, to discuss mean that you will have to elaborate on your answer. Please see the clarification below of the different verbs that are commonly found in test papers:

• Exam, Tests and assignment questions typically contain one or more key question words. Watch for and circle these key words whenever you read the questions.

**Below are listed typical question words, their meanings and possible response strategies.**

**Analyze**

*Separate and examine the elements*

• Break the question/subject into its major parts
• Describe, define, explain, or interpret each part
• Explain how parts relate to each other
• Judge overall quality of what has been analyzed
• Argue

**Defend a position/Give reasons for your answers**

• Provide reasons in support of your position
• Refute objections to your position
• Provide your objections to the opposing position(s)

**Apply**

*Use an abstraction to explain a concrete situation*

• Show how an abstract idea, concept, principle, model or method explains a concrete situation or solves a problem

**Comment**

*Offer statements on something*

• Critique, discuss, evaluate, explain, or illustrate the meaning of something and its implications

**Compare**

*Demonstrate the similarities and differences between 2+ items*

• Identify elements the comparison will be based on
• For each element, describe and support how items are similar or different
• Evaluate overall commonality and its significance in relation to what is being asked in the question

**Contrast/Compare**

*Demonstrate the differences between 2+ items*

• Identify elements that contrast will be based on
• For each element, describe and support how items are different
• Evaluate overall distinction and its significance in relation to what is being asked in the question

Critique

*Make informed and discriminating judgments*

- Identify positive/negative merit, validity/fallacy, etc.
- Offer support for your judgments

Define

*State precisely the meaning of ‘something’*

- Give precise meaning in concise manner
- Meaning is usually specific to the academic discipline

Demonstrate

*Explain/describe by use of experiments, examples, etc.*

- Depending on context, ‘demonstrate’ could mean: to prove, provide evidence, or illustrate with an example

Describe

*Give a mental picture or idea*

- Identify main aspects, characteristics, components, and qualities
- Clarify through illustration, comparison, and contrast

Discuss

*Explore various points of view*

- Identify viewpoints and their respective positive/negative aspects
- Evaluate the positive and negative merits of a matter to provide an overall judgment on its validity, strength or worth

Evaluate

*Determine the value of something*

- Identify criteria by which something will be measured
- Appraise degree to which the matter satisfies the criteria
- Provide reasons that justify your appraisal
- Support your reasons with evidence and illustrations

Explain

*Make plain or understandable*

- Provide a detailed presentation of the elements required to obtain the product
- Identify factors that influence outcome; provide evidence for each factor and demonstrate how factors are related

Summarise
Give a brief, condensed account

- Include conclusions
- Avoid unnecessary details

To conclude, the test required you to read the case study. You should expect these kind of questions at your level. This is called, *critical reading*. Therefore you need to critical and thoroughly read the text/case study to be able to answer the questions.

Most of you have performed well in all questions. For those who did not pass, you still have an opportunity in Test 3. **IT IS NEVER TOO LATE!**

**Best of luck with Test 3.**

Kind regards

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CASE STUDY

Beata is a trainer at the Okarara VTC. In March 2019, she had a performance appraisal with her manager. They identified a need to improve her knowledge of assessing her students. They agreed that she should complete assessment training by September 2019. Beata found that a training company called Frameworks Africa Consultancy offers a two week long workshop in Assessment in Windhoek. It costs N$1500.00, including lunch. Beata need to use a car from her VTC to travel from Okarara to Windhoek. She learned a lot about assessment for courses in Level 1-5, but realised that she would need to improve her knowledge of assessment of competency based courses within the VET environment, NQF Level 6 by the end of the year.

Questions

1. Define a Performance Appraisal. (2)

**Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development.**

**Performance appraisal is generally done in systematic ways which are as follows:**

1. The supervisors measure the pay of employees and compare it with targets and plans.
2. The supervisor analyses the factors behind work performances of employees.
3. The employers are in position to guide the employees for a better performance.

2. In your own opinion, what do you think are the objectives of a Performance Appraisal? List any 7 objectives. (7)
   1. To maintain records in order to determine compensation packages, wage structure, salaries raises, etc.
   2. To identify the strengths and weaknesses of employees to place right men on right job.
   3. To maintain and assess the potential present in a person for further growth and development.
   4. To provide a feedback to employees regarding their performance and related status.
   5. To provide a feedback to employees regarding their performance and related status.
   6. It serves as a basis for influencing working habits of the employees.
   7. To review and retain the promotional and other training programmes.

3. What do you think would be the benefits to Beata in conducting the Performance Appraisal? Discuss. (8)

   Employees Development: The systematic procedure of performance appraisal helps the supervisors to frame training policies and programmes. It helps to analyse strengths and weaknesses of employees so that new jobs can be designed for efficient employees. It also helps in framing future development programmes.

   Promotion: Beata can possibly get a promotion

   Compensation: Beata can possibly get a salary increment

   Motivation: Performance appraisal serves as a motivation tool. Through evaluating performance of employees, a person’s efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his performance in the future. It develops the spirit of work and boosts the morale of employees.

Note: Students might have different answers here.

4. Tell the reasons for evaluating Beata’s professional development activities. (5)
   • To ensure that Beata has achieved her original development objectives
   • To identify whether the outcomes in terms of Beata’s experiences and organisational objectives have been met
   • To provide evidence that the investment in terms of time and money was well spent
   • To encourage the organisation to continue to invest in professional development
• To identify any additional or remaining development needs that have resulted from the development activity

5. What can Beata do in the planning stage to make the process of evaluation easier? (2 x 3 = 6)

Beata can do the following:
   a) Ensure that the objectives set are SMART
   b) Identify the changes that she can expect to see as a result of the development activity
   c) Give examples of evidence that will illustrate the new, changed situation

6. What actions has been carried out and/or will Beata have to take to ensure that her developmental needs are met? (2 x 2 = 4)

• Conduct/ed research on institutions that offer training
• Make logistical arrangements, i.e. ensure that she has a budget for transport and accommodation to attend assessment training in Windhoek (Level 1-5)
• Attend training / workshop on assessment of competency based courses within the VET environment, NQF Level 6

Any two answers will be considered.

7. What is the timescale to carry out these activities? (2)

• September 2019 for the assessment training in Level 1-5 courses
• December 2019 for the competency based assessment courses, Level 6

8. List the resources that Beata will need in carrying out these activities. (2)

• N$1 500.00
• Company Vehicle
• Approved Study Leave
• Food
• Accommodation

Any two resources will be considered.

9. For each of Kirkpatrick’s four levels of evaluation, write two self-evaluation questions that Beata can use to reflect on the success of her development activities. (12)

Reactions: (1)
   • Did Beata enjoy the activity? (1)
   • Was the method chosen useful for Beata (1)
• Was the method chosen appropriate for her learning style?

Learning (1)
• What did Beata learn from the activity that was useful? (1)
• Does what Beata learned meet her identified development needs? (1)
• Are there any gaps in what she has learned? If so, what are they?

Behaviour: (1)
• Has she changed the way she does things, i.e. assess students, as a result of the activity? How? (1)
• Has her assessment skills / knowledge improved? How? (1)
• Has her attitudes and feelings about assessment changed? How?

Results: (1)
• Is she more motivated/understanding better/achieving better results? (1)
• Is her VTC operating more effectively? (saving money, saving time, better relationships) (1)
• Have any organizational goals been achieved?

Any two questions from each level can be considered. Students might have different answers here.

10. Give 2 (two) relevant examples of evidence that could show that Beata has achieved one of her own identified professional development objectives. (2)

The evidence could be:
• Less wastage of assessment consumables
• Better results of trainees
• Better assessment reports
• Proper feedback/better feedback to students/trainees
• Assessor Certificate
• Saw a need for further training

Any two answers will be considered. Students might have different answers here.

TOTAL MARKS FOR TEST 2: 50

END OF TEST. GOOD LUCK!