COMPETENCY-BASED ASSESSMENT B(CBA420S)

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COURSE OBJECTIVES

1. Explain the function of record keeping
2. Explain the need for assessment in training
3. Complete training and assessment records
4. Develop skills in compiling and storing assessment reports
5. Record an assessment decision
6. Reflect on assessment practice and decisions
Unit 1
Purpose and principles of record keeping in assessment

Unit 2
Assessment record keeping in practice

Unit 3
Report and reflect on assessment practice
Unit 1 – Purpose and principles of record keeping in assessment

Objectives:
1. Explain the need for assessment training
2. Explain the function of record keeping in assessment
3. List and describe the principles of record keeping in assessment
What is the purpose of assessment in training?

- Evaluation of training
- Selection purposes
- Feedback on training
- Award purposes
- Progress
- Learning Objectives attained
- Identify training needs

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What are the different types of assessments that can be used during training?
Purpose of Record Keeping in Assessment
Why is it important to keep records?
• Ensures quality

According to Tummons (2011):
• 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.

Recording keeping in training occurs in two broad categories:
1. Recording the trainees’ progress
2. Recording the trainees’ achievement
Progress vs Achievement?
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Recording trainees’ progress
• Attendance registers
• Work, projects, assignments completed
• Work placements completed
• Marks and feedback on projects, assignments etc.
• Tutorials or progress reviews held and what was discussed
• Observations conducted
• Elements of competence achieved
• Results of diagnostic assessments
• Additional support given
• Accreditation of prior learning records
(Source: NUST-COLL 2016:14)

What purpose does record keeping serve for the trainer, trainee and amongst trainers?
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Recording trainees’ achievement

• Elements of competence achieved can now be awarded
• Partial completion of units can be awarded credits, but not a qualification
• Internal moderation records
• Records of achievement (internal) can be provided to an awarding body

(Source: NUST-COLL 2016:15-16)

What purpose does record keeping serve for qualification/accreditation, quality assurance and moderation, evaluation and future reference?
Principles of Record Keeping

Which records should be kept?

**WHAT**

**HOW (PRINCIPLES)**

Simple and efficient, Confidential, current, easily accessible, retained for a specific period, conducted in accordance with data protection laws (pg18 – 22)
Objectives:

1. Record and map assessment tasks and evidence against performance criteria
2. Use recording systems and forms to track trainees’ progress
3. Describe methods for recording the achievement of trainees
Mapping in Assessment

Matching of assessment activities and evidence to PCs and ECs in US. Can contain integrated activities. Pg28

Portfolio building (evidence of learning and achievement). POE (Evidence Reference Sheet – pg30)

Recording Progress

3 forms of recording progress (trainee details record, group progress list, individual progress record)

Assessment feedback form, Assessor observation report, oral questioning record, tutorial record form, learner support record (Pg32 – 42)

Recording Achievement

Unit assessment decision record (pg44), results forms, moderation and quality assurance requirements

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Unit 3 – Report and reflect on assessment practice

Objectives:
1. Explain methods for reflecting on assessment practice as a trainer
2. Describe assessment quality assurance procedures
3. Describe assessment reporting requirements
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Teaching, Learning and assessment, second marking (pg60), internal verification/moderation (support, verification, sampling Pg61), verifying POEs (candidate performance vs assessor performance verified by internal moderator), verifying assessment by observation, recording and reporting verification process, standardisation, external moderation.

Checklist for evaluation of assessment process (VACS) Informal and formal reflection

Moderators, centre management (reports can be submitted via a MIS), awarding bodies/programme funders/NTA – Pg71 - 73
Quality in CBET Centre

- Centre recognition
- Assessment processes
- Observation of T&L
- Course review and evaluation
- Appraisal systems
- Staff development /PD
- Inspections /audits
- Moderation and standardization processes

Source: NUST-COLL 2016:58
Class Exercise

Classify the terms into the different categories
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Q & A
Thank You.
ASSIGNMENT 1 – Reflective Essay
Being a Vocational Education Trainer, you might have encountered an assessment where you had to make provision for and/or cater to the needs of learners with special needs. Write a reflective essay about the special need that you have encountered and how did it impact on the assessment process. Consider the following points when compiling your reflective essay:
- Mention the special need/problem that was encountered
- What impact did the special need/problem have on the teaching, learning and assessment processes
- What type of assessment tool was used and how did this special need affect the assessment process
- By considering the different types of assessment (diagnostic, formative and summative), how could the problem have been detected prior to the assessment
- Which remedial action could have been implemented if the special need/problem was detected prior to the assessment.
- If the appropriate remedial action was implemented, what difference could it have made to the quality of teaching, learning and assessment
- What advice would you give to trainers and/or assessors who might encounter similar challenges in future?
ASSIGNMENT 2 – Record Keeping

Scenario: You have recently joined Harambee Vocational Training Centre as the new Bricklaying Trainer. Your fellow colleague, Mr. Simon Green, is responsible for providing an induction workshop. During the induction session, you realised that Mr. Green is an excellent trainer; however his filling skills need to be improved upon. The office is full of academic records (attendance registers, continuous assessment records, training records, portfolios); however there is no proper system in place and Mr. Green always finds himself in a paper war whenever he has to locate student records. Apart from the disorganised office of Mr. Green, you have also come to learn that some students are on job attachment. Mr. Green explained the job attachment process, but once again there is no documented evidence of previous or current job attachments, no feedback on projects or assignments as well as no proof of additional support that might have been provided to students, nor is there any record of accreditation for prior learning (for example statements of achievement and/or certificates). Needless to say, as the new instructor, you have realised very soon that your new job will prove more challenging than expected.
Write an essay about the importance of record keeping within a training environment. Consider the following points:
- Provide an overview of your first impression of the workshop, the quality of teaching and learning as well as the general impression of the Vocational Education provider.
- Outline the implications of inappropriate/non-existing record keeping on the teaching and learning process.
- Outline the implications of inappropriate/non-existing record keeping on the assessment process.
- Outline the implications on student competence and/or the accreditation thereof.
- Outline the importance of record keeping and which records should be kept up to date and filed at all times within the training environment.
- Outline the benefits of correct record keeping for the following stakeholders:
  o The trainer
  o The trainee
  o The Vocational Education Provider
- Important aspects to keep in mind when dealing with records and sensitive data and/or information
- According to your own opinion, how often should record updating and keeping be conducted?
ASSIGNMENT 3 – Assessment Mapping

Mapping refers to the matching of assessment activities and evidence to each of the Elements and Performance Criteria of competence in a Unit Standard.

• Select any Unit Standard of your choice.
• Use the following criteria to conduct a mapping exercise:
  – Determine the Elements of competence
  – Determine the Performance Criteria
  – determine appropriate assessment activities
  – determine the evidence of achievement

a) develop an Assessment Mapping Sheet for the Unit Standard that you have selected.
b) Clearly demonstrate that all the Elements and Performance Criteria have been attained.
c) Include the relevant assessment activities.
d) Include the evidence of achievement.

Submit the Assessment Mapping Sheet as part of Assignment 03.
ASSIGNMENT 4 – Assessment Records

Scenario: The May/June 2017 Competency-Based Assessment Round is about to start within one month’s time. The Head of Career Programs, Ms. Asteria Ashipala, has just announced in the staff meeting that all training records (attendance registers, CA marks and Assessment Readiness Forms) need to be submitted to her office at the end of the week. This will give Ms. Ashipala enough time to compile the assessment data and send it to the Assessment and Certification Division at the Namibia Training Authority (NTA).

All Vocational Education Trainers adhered to the submission deadline; however Ms. Ashipala’s office was full of assessment records. Ms. Ashipala realised that if their Vocational Education training providers were to courier all these documents, then it will cost a fortune and therefore she has asked you to assist in compiling a comprehensive form which should include the following aspects:

- Assessment mapping of all Unit standard Elements and Performance Criteria
- Clearly outlined Assessment activities
- Clearly outlined Evidence of achievement
- Trainee’s details
- The group’s progress (tasks, date of assessment, etc.)
- Signatures of the Head of Centre, Head of Career Programs and the trainee.

Design a form that entails all of the above listed criteria. Submit the form as part of Assignment 04.
ASSIGNMENT 5 – Quality Assurance

Quality Assurance (QA) is used as a means to determine if we, as the training providers, provide the best possible quality in assessment, with the aim of maximising successful qualification attainment.

Use the diagram below to write an essay about the Quality Assurance of Competency-Based Education and Training at your current Vocational Education Training Provider.

Consider the following points when compiling your essay:
- Explain each aspect of the QA as per diagram above and state the importance thereof.
- Mention the various stakeholders within the QA process and the role that each one plays.
- What can Vocational Education Training Providers do to ensure that all stakeholders support and adhere to the QA process?
- What are the implications (advantages and disadvantages) of using management information systems (MIS) to ensure that all aspects of the QA process are adhered to and that records are current?
- Explain the benefits of a QA system for the Vocational Education Sector in general.
Hey Google...

Why don't you sit next to me during my exam?

My brain is like The Bermuda Triangle... Information goes in and then it's never found again.

If Tumblr, YouTube, Google were school subjects, my parents would be so proud of me.
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Every time I see the word "explain" on a test, a part of me dies.