Assessment Policy

What is Assessment?

SAQA defines assessment as: '**a structured process for gathering evidence and making judgments about an individual's performance to registered national standards and qualifications'**.

Why do we assess?

We at KTRC we use assessment to track the efficiency of learning programs and course materials, and monitors personnel, in order to plan for improvement in retention and results.

It is imperative that the assessor(s) employed by KTRC be registered with the ETDP SETA. The registered assessor will be responsible for all the assessment as required by the unit standard or qualification without fail. Unless otherwise if the assessor is prevented to execute his/her duties due to illness or other pressing personal responsibilities the assessor can be relieved. In the case of illness the assessor will be required to present the medical certificate to that effect, and on personal responsibilities there must be mutual consensus between the provider and the assessor which will be binding to both parties. A witness may be required to authenticate the agreement.

Before the assessment can be implemented candidates(s) and assessor must be made ready through s processes called pre-assessment.

The learner

Must be made ready by an assessor through workshop, discussion will include the demonstrate understanding of outcome-base, explain the expectations per learning outcome, the tools (strategies) to be used, recording and feedback presentation. All the assessments principles must be discussed including unacceptable practice, irregularities and the right to appeal the assessment results. In addition the assessment plan must be discussed between the assessor and the learner so that an agreement can be reached on how assessment is going to take place. After the agreement has been reached both parties must sign to confirm the meeting and agreement.
In case of barriers to learning and assessment, the learner must be given a fair opportunity to raise the concerns and they must be addressed to the learner's satisfaction.

For Facilitators & Registered assessors

- Assessment helps them to measure the levels and progress of an individual to identify.
- Where he/she may need help; or for a set of learners, showing up trends, which helps with planning or adapting learning programs.
- Assessment records the ongoing performance of sets of learners' overtime, helping facilitators reflect on their own performance.

For learners:

- Assessment can be for learning, not only of learning. Assessment during the course of learning, can itself be a learning experience, by clarifying concepts or showing a learner where he/she needs help.
- Assessment for award is a validation of achievement and a passport into further pathways.
- Assessment is a check on progress: is a candidate ready to move to the next stage or a higher level (e.g. Do they need to repeat all or part of a unit of learning, or a year in an institution, or can they be promoted or move on?);
- Assessment can identify strengths and weaknesses so that they can be addressed immediately as part of the learning program.
- Assessment for selection and placement can ensure that learners are placed in programs appropriate to their level
- Diagnostic assessment can determine special needs in cases where learning difficulties are apparent but their nature is not fully understood.
- Assessment for access: many providers have minimum requirements as this makes it easier to deliver their programs, but not all of them make arrangements to give access to learners who do not meet these through no fault of their own (e.g. offering RPL and/or longer and shorter versions of the same program).

AT KTRC we ensure that:

1. **Assessors are competent and qualified to assess the program, and must be registered. A letter of registration must be produced by the assessor on signing the employment contract and that is verified with the ETDP SETA.**

2. **Moderators are in place to moderate assessment; and must be registered.**

   - Assessment and moderation of a program needs to be done by different people, this means that a person who assess cannot moderate the same program he/she has assessed.
   - Moderators may be brought in from outside and /or from external providers.

3. **The full range of unit standards or exit level outcomes is assessed and their relevant assessment criteria are applied.**

   - All unit standards or exit level outcomes are assessed.
   - Each unit standard/exit level outcome is fully/adequately assessed.

4. **Good assessments principles**

   This assessment is central to the recognition of achievement, the quality of the assessment is therefore important to provide credible certification. Credibility in assessment is assured through assessment procedures and practices being governed by certain principles.

   The assessment practices are valid:

   - The assessment measures what it says it is measuring.
   - Assessment activities and instruments test skills that match the outcomes to be assessed.
   - Assessment criteria are used for criterion referencing
   - Rules of evidence are observed (valid, authentic, sufficient and current)
   - Types of assessment instruments used (interview, written test etc.) are appropriate.
   - The subject matter assessed relates to the relevant unit standards.
   - Skills assessed relate to the relevant unit standards

5. **The assessment practices are fair:**

   - Individual learners at KTR are not hindered or advantaged by factors not relevant to the outcomes being assessed.
   - Language used in assessment procedures is appropriate to the level of the learners.
   - Assessment results will not be affected by unequal resources /conditions during assessments.
   - Learners are adequately prepared for assessment events.
   - Formative assessment is used continuously to enhance the quality of teaching and learning.
   - Learners have the right to appeal.

6. **The assessment practices are reliable**

   Reliability is assessment is about consistency. Consistency refers to the same judgments being made in the same or similar contexts each time a particular assessment for specified stated intentions is administered.
   - Assessors are provided with clear assessment instructions.
   - Assessment results are moderated.

7. Assessments are properly administered

- Learners are informed about the assessment plan, including time-frames, re-assessment opportunities, appeals;
- Appropriate logistical arrangements are made (venue, equipment etc.)
- Recording procedures are adequate and accurate.
- Adequate security arrangements are made to avoid irregularities

To avoid such variance in judgments, assessment should ensure that each time an assessment is administered; the same or similar conditions prevail. Also, that the procedures, methods, instruments and practices are the same.

In addition:

- ➤ Assessors should be trained and competent in administering assessment.
- ➤ Assessors should give clear, consistent and unambiguous instructions.
- ➤ Assessment criteria and guidelines for unit standards and qualifications should be adhered to.
- ➤ Assessors at KTRC should meet quite frequently and share their experiences and challenges to come up with new intervention strategies and solutions.
- ➤ Assessors employed by KTRC should be subject matter experts in their learning field(s).
- ➤ Where possible, more than one assessor should be involved in the assessment or **one learner.**
- ➤ Clear and systematic recording procedures should be in place.

APPLIED COMPETENCE
According to SAQA terms, competence is applied competence which is integration of practical, foundational and reflexive competence.

The NQF defines the competence which learners are expected to demonstrate in its standards as applied competence.

Applied competence implies that a candidate has the theoretical knowledge that enables an understanding of what is being done and why it is done, together with the skills to perform a particular task or to think in a certain way. Furthermore learners can reflect on their own performance and understanding. As a result they can learn from actions, adapt to changes and solve problems.

Practical competence	Foundational competence	Reflexive competence
The demonstrated ability to authentic context. A range of actions or possibilities is considered, and decisions	The demonstrated candidate is doing and why. This underpins the practical competence and therefore the actions	The demonstrated ability to understanding, so are to show that the candidate is able to adapt to changed circumstances

are made about which actions to follow.	taken.	appropriately and responsibly, and to explain the reason behind and action.

Assessing applied competence requires a variety of assessment instruments, the use of multi-dimensioned projects or problem-solving tasks in real-life contexts providing opportunities to combine theory, practice and thoughtfulness.

Applied competence cannot be demonstrated solely through performance in simulated conditions in the training program. For example, if a candidate wishes to achieve a standard on mentoring, or moderation, there must be evidence that they have demonstrated their applied competence in the context of mentoring a real candidate or moderating a real set of assessment.

This is one of the factors taken into consideration when agreeing on the credit value of a unit standard. The credit value is calculated by working out how long am average candidate who started learning program with the 'learning assumed to be in place' as specified in the standard would take to achieve applied competence in relation to the unit standard. The number of 'notional hours' is calculated by adding to the face-to-face or distance training time the time that candidate will need to spend applying his or her learning in context in order to generate evidence of the right nature, quality and type to meet the requirements of validity, authenticity, currency and sufficiency. Ten 'notional hours' is considered equivalent to one credit. Notional hours are not prescriptive to providers, but no provide guidance to providers about the time implications for an 'average' candidate.

It is clear, then, that a three or four day learning program (i.e. 2-3 credits in terms of face-to-face learning) with no significant element of application in context is unlikely to support learners to achieve a unit standard of 12-15 credits. The program evaluator will be unlikely to improve such a program in the first place, so such problems may be addressed at the accreditation stage. If not, the assessor, moderator and/or verifier should address this situation by insisting that the evidence offered is sufficient to demonstrate applied competence.

If a candidate or group of learners have been placed on an accelerated program because of high levels of relevant experiential learning, or if they have already undergone RPL and are now participating in top-up training, the process or program offered is not a standard program. The assessment plan will spell out which outcomes/standards have already been achieved, and which are now being covered. So, as in all assessment processes, the focus of the assessor, moderator and verifier should be the evidence of applied competence, as 'notional hours' apply to 'average' learners who begin at a specified level, and not 'experienced' learners who begin above that level.

Simulation is, however, a perfectly acceptable as a way of generating evidence of competence for certain outcomes or unit standards, particularly those involving health and safety risks. Here there is a good reason for using simulation rather than an uncontrolled workplace situation: naturally candidates must demonstrate competence before being allowed to operate expensive and potentially dangerous machinery or handle hazardous substances or put other people and themselves at risk. However, it would never suffice for a whole qualification. For example, the pilot, having demonstrated competence in relation to many of the unit standards in simulated flying conditions, must still demonstrate the ability to fly real aero plane under supervision before achieving the full qualification.

| ASSESSMENT | Emphasis on: | Outputs |

In the form of:

Outcomes and competence

Together these are statements, of standards the learners are expected to achieve.

Measured by means of:

Assessment criteria

Which measures?

Applied competence

Consisting of:

Practical, foundational and reflexive competencies

ASSESSMENT METHODS AND APPROACHES

The **assessment method** refers broadly to how you assess as outcome, for example, orally, through a written activity, a demonstration or a project. An assessment method will be linked to an **assessment tool**, **task or instrument.** This sets out specifically what learners are asked to do (e.g. an examination paper; instructions for a demonstration), and can include the criteria on which a candidate's performance will be judged. It can also refer to document used by assessor in the process of assessment (e.g. an observation checklist), in which case it might include a place to record the level of a candidate's performance against those criteria as well as instructions to the candidate. Sometimes as assessment tool may refer to document that the candidate may not see, such as a marking memo.

Assessment records refer to the way in which an individual or a group of learners' performances are recorded over time. The assessment tools themselves may serve as records of a candidate's performance, or an organization may have a separate form on which to record the results of a group of learners.

His outcomes and related assessment criteria given in standards and qualifications help determine your **evidence requirement:** that is, what is required to show competence. The evidence requirements will often imply or demand a particular method (both the how and the where), such as a technical demonstration with required equipment, or documented evidence of performance in a context. From the point of view of the methods upon which you can draw, and have your own organization terminology for your application of such methods.

Below are some examples of assessment tools or instrument, methods, evidence types, and recording approaches, and how they might relate to each other. These could take a number of different forms depending on purpose of assessment and nature of learning area. For example, a portfolio method could be used to gather together to illustrate many different kinds of evidence which have been generated by different assessment instruments r tools.

Assessment Tools or Instruments	Assessment method	Evidence Type	Assessment Records
[i.e. instructions to learners and criteria against which they are being assessed; OR instruction to assessors]	[i.e. what do you ask the candidate to do, and how do you assess this]	[i.e. what learners produce as evidence]	[i.e. ways of recording the level or performance
Written task instruction and parameters with criteria for learners Mark memo or assessment grid with 'model answers' and criteria for assessors	Written Assessments: Exams Tests Assignments Projects Questionnaires Portfolios of evidence Written scenarios and case studies	Products: e.g. Written report Surveys Visual products (graphs, diagrams, Posters etc.)	Recording forms

Instructions for candidate task	Observation:	Applied performance:	Assessment checklist
Assessment checklist such criteria for observer/assessor	Sets tasks Problem solving Applied demonstrations Artifacts/products (e.g. constructions)	-problem solving for technical fault in a workplace or simulated environment -managing a process in a workplace or simulated environment.	
Instruction for candidate task Assessment checklist with criteria for observer/ assessor	Oral assessments: Presentations Oral questioning Interviews Questionnaires Simulations/role	Spoken presentation or dialogue	Assessment checklist
Guidelines giving RPL requirements [e.g. list of approved evidence for currency and authenticity (E.g. certificates, letters of reference from supervisors etc.)] Assessment criteria for RPL assessors	Review of portfolio of evidence	Supporting evidence for competence claim (e.g. for RPL this might include workplace reports from employers)	RPL recording forms
Assessment checklist with criteria for observer/assessor (e.g. for individual role-taking in the group; or for quality of group product)	Assessment of group work	Group presentations or products	Group work recording forms
Instructions with parameters and criteria for learners	Peer assessment: learners assess each other. Self assessments learners assess themselves. Group assessments: a group assesses and individual or another group.	Across a range of types of evidence.	Assessment checklists to be generated/ supplied to groups and peers.

MEETING EVIDENCE REQUIREMENTS

As was explained in the section on the principles of good assessment, assessors must ensure the evidence is valid, authentic, current **(where appropriate) and** sufficient **to show competence and the range given in range statement, where this exists.**

However, in practice unit standards and qualifications are not always written so that it is clear to all exactly what level, degree and range of competence is required, or how many times a person must demonstrate this competence before it is accepted that it was not a matter of chance that he or she got it right.

What, in relation to a particular unit standard or qualification, constitutes sufficient evidence?

Interpretations vary: using the assessment standard (Conduct outcome based assessment- 115753) as an example, we believe that a candidate assessor must demonstrate competence by assessing a real learner in relation to all the outcomes and must perform two assessments as required by the unit standard.

We also believe in clustering of specific outcomes and/ or criteria, together with relevant CCFOs, using a more integrated approach to assessment.

What, in relation to a particular unit standard or qualification, must be acceptable in terms of authenticity?
Interpretations vary: for example, in relation to the authenticity of the evidence, different answers would be given to the following questions:

- How do we know that the candidate practitioner has not copied a portfolio from a successful candidate from the year before? (We insist that a part of the assessment for each candidate must be direct assessment by the assessor through observation, questioning or written tests carried out under formal controlled conditions.)

- How do we know that the third party statements are authentic and have not involved bribery, threats or other pressures? (We use special forms which involve candidate, third party and a witness signing to guarantee the authenticity of the third party statement, and which ensure that the third party is qualified to make such statement.)

- How much simulation is acceptable in relation to awarding credits for applied competence? This depends on the nature of the unit standard(s) or outcome(s) in question? First option is that mentoring can be carried out without a genuine learner. Second option is that assessment design can be carried out without a genuine group of learners.

- What principles could be applied to regulate the use of 'third party' evidence, and when must assessment be current and directly carried out by the registered assessor?

Where assessment is taking place, a colleague, peer or any other person can take part in a form of using observation sheet, minuted meeting, and a tape recorder which will be signed by both parties and dated to confirm the assessment. The registered assessor can later contact the person(s) involved to verify the information.

UNACCEPTABLE PRACTICE AND IRREDULARITIES ASSESSMENT

Unethical behavior by assessor:

- Not declaring a family or business relationship with a candidate over
- Responding to bribes, threats, etc. by favoring or disadvantaging any candidate over any other candidate.
- Allowing personal bias (e.g. in relation to race, class, gender, educational background, ethical or religion) to influence assessment judgment:

Not making appropriate arrangement for candidate with disabilities or language disadvantages (unless the assessment is focusing on the language in question);

Signed at: _____on this _____day of _____2025

_____   _____
Management signature   **Moderator signature**

_____   _____
Facilitator signature   **Verify signature**