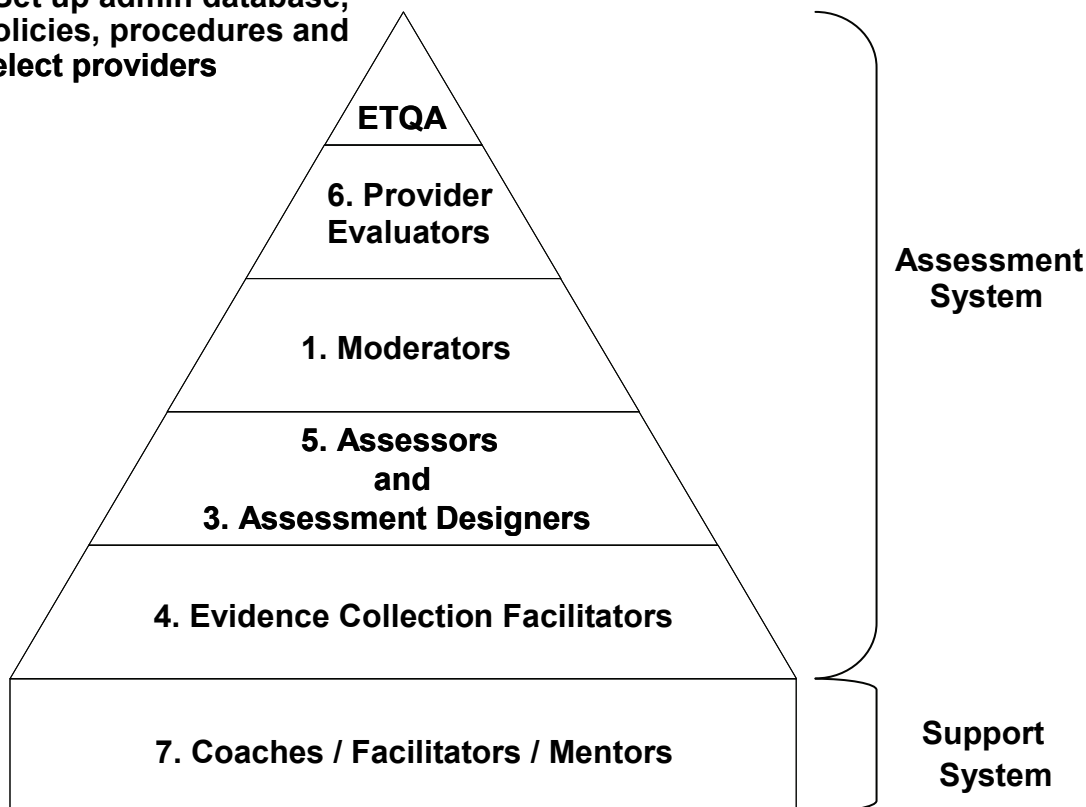


Assessment College

of South Africa (Pty) Ltd

Step-by-Step Assessment System

2. Set up admin database, policies, procedures and select providers



Assessment System

1. Select and train **moderators** to moderate and support assessors in each field.
2. Create an assessment system:
 - Design assessment **policy and procedures** for the enterprise
 - Set up an assessment **administration** and information handling system (**database**) for the enterprise
 - Select **accredited providers** for the training.
3. Train suitable **assessment designers**. Let the designers develop assessment instruments with subject-matter experts for all programmes.
4. Train **evidence collection facilitators**.
5. Select and train **assessors** who are subject-matter experts.
6. Select and train **provider evaluators / verifiers**.

Support System

7. Select and train **coaches, facilitators and mentors** who will play an integral part in the learning process and support ongoing formative assessment.



ALWAYS ONE JUMP AHEAD

Glossary of Acronyms

ABET	Adult Basic Education and Training
CEP	Community of Expert Practice
CHE	Council on Higher Education
ESSA	Employment Services of South Africa
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
FLC	Foundational Learning Certificate
GENFETQA	General and Further Education and Training Quality Assurance body
GET	General Education and Training
HEQC	Higher Education Quality Committee (of the CHE)
HEQF	Higher Education Qualifications Framework
HET	Higher Education and Training
ISO	International Standards Organisation
NQF	National Qualifications Framework (also the Framework)
NSA	National Skills Authority
OBET	Outcomes Based Education and Training
OFO	Organising Framework for Occupations
OQF	Occupational Qualifications Framework
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority (also the Authority)
SETA	Sector Education and Training Authority
SGB	Standards Generating Body

Principles of Assessment

- *Appropriateness*: The method of assessment is suited to the performance being assessed.
- *Fairness*: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- *Manageability*: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integration into work or learning*: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- *Validity*: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- *Direct*: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- *Authenticity*: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- *Sufficient*: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- *Systematic*: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- *Open*: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- *Consistent*: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.



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