



**Pro-Active College™**  
FREEDOMTHROUGHKNOWLEDGE

## ASSESSOR PROGRAMME (DESIGN, DEVELOP AND CONDUCT ASSESSMENTS)

This skills programme provides the learner with the knowledge, skills, attitudes and values to design, develop and conduct outcomes-based assessments.



Unit Standard  
Aligned



SETA  
Accredited



Outcomes  
Based

Designed and developed by Pro-Active College, this skills programme is aligned to the unit standards:

**CONDUCT OUTCOMES-BASED ASSESSMENTS**  
(US: 115753)

NQF Level 5  
15 Credits

**DESIGN AND DEVELOP OUTCOMES-BASED ASSESSMENTS**  
(US: 115755)

NQF Level 6  
10 Credits

### TARGET GROUP

This skills programme is designed for the public and private sector and is aimed at:

- individuals assessing the competence of others according to specified criteria and pre-designed instruments; and
- individuals interested in designing and developing assessments which are consistent, effective, reliable and objective.

### BENEFITS

The benefits of this skills programme include:

- the ability to register as an assessor;
- compliance with assessment principles; and
- being able to design and develop assessment instruments.

### ABOUT US

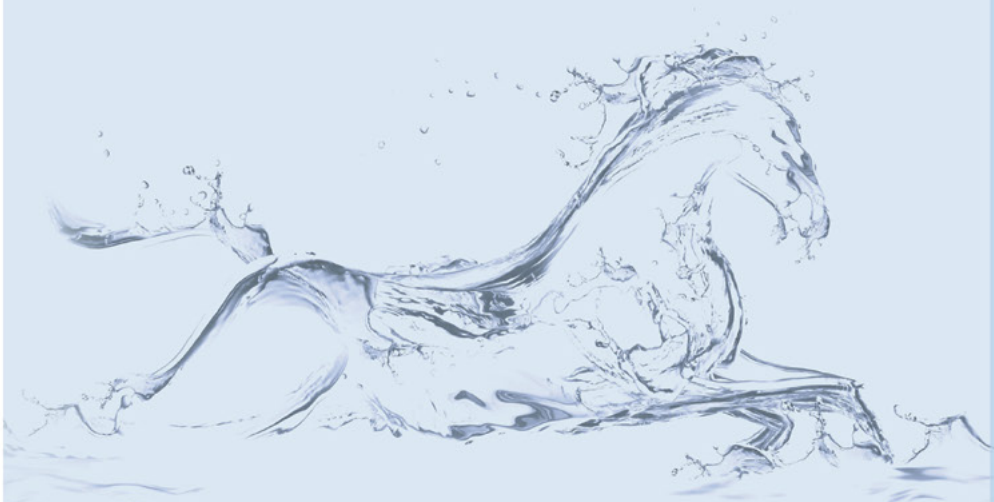
Pro-Active College excels in the education, training and development of public and private sector officials. With its strong focus on practical workplace skills, Pro-Active College strives to facilitate measurable improvements in the productivity of client organisations.

## Contact Us

☎ 0861 727 726

✉ [info@pscollege.co.za](mailto:info@pscollege.co.za)

🌐 [www.proactivecollege.co.za](http://www.proactivecollege.co.za)



## PROGRAMME OUTCOMES

On completion of this skills programme, learners will be able to:

- demonstrate an understanding of outcomes-based assessments and design principles;
- prepare and conduct assessments;
- provide feedback to learners regarding their assessment and, if required, suggest improvements;
- review assessment practices and the quality of qualifications and unit standards;
- design assessments;
- evaluate assessment design; and
- develop and evaluate assessment activities and guides.

## ENTRY REQUIREMENTS

The credit calculation in the relevant unit standards is based on the assumptions that learners:

- are competent in the relevant field in which they are designing assessments or have access to subject matter experts;
- are able to analyse and interpret the relevant outcomes (or standards); and
- have no previous assessment experience.

## DURATION

Four day contact session combined with practical workplace experience.

## PORTFOLIO OF EVIDENCE

To be declared competent in these unit standards the learner must be assessed by a registered assessor and be found competent in the following:

### Formative Assessment

Consisting of classroom activities on which the facilitator will give feedback.

### Summative Assessment

This assessment consists of workplace assignments and questions. This must be the learners' own individual work.

# Programme Outline

## Learning Unit One

### Outcomes-Based Assessment

---

- The main roles and functions of the South African Qualifications Authority (SAQA), the Skills Education Training Authorities (SETA), the National Qualification Framework (NQF) and Outcome Based Education and Training (OBET)
- Qualifications and unit standards
- Assessments and assessment methods
- Benefits and process of Recognition of Prior Learning (RPL)

## Learning Unit Two

### Prepare for Assessments

---

- The assessment process
- The role and expertise of the assessor
- Prepare and plan the assessment
- Prepare candidates for assessment

## Learning Unit Three

### Conduct Assessments and Document Evidence

---

- Assessment practices
- Collect, document and evaluate the evidence
- Assessment judgments

## Learning Unit Four

### Provide Feedback on Assessments

---

- Provide feedback
- Disputes, appeals and re-assessments

## Learning Unit Five

### Review Assessments

---

- Identify good and bad practices
- Moderation of assessment
- Identify poor unit standards and qualifications

## Learning Unit Six

### Assessment Design Principles

---

- Assessment and OBET
- The assessment of unit standards and qualifications
- Assessment methods and instruments

## Learning Unit Seven

### Design Outcomes-Based Assessments

---

- The assessment policy and system
- Collect valid and sufficient evidence
- Assessment strategy
- Barriers to assessment – special needs

## Learning Unit Eight

### Develop Assessment Activities and Guides

---

- Develop knowledge assessment tools
- Develop an assessment guide

## Learning Unit Nine

### Evaluate Assessment Designs and Guides

---

- Assessment evaluation
- Formative evaluation
- Analysis
- Test evaluation