

PROGRAMME: MANDATORY SKILLS QUALIFICATION		
COURSE TITLE: Principles of Quality Assurance Assessment	Course Code: MSQ 311	Contact Hours: 2
	Credit Unit: 2	Theoretical:
Year: I Semester: I	Pre-requisite:	Practical:
GOAL: This course is designed to equip the student with knowledge and processes of quality assurance in assessment.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: <ul style="list-style-type: none"> 1.0 Understand the Fundamentals of NSQF and NSQ 2.0 Understand the Principles and Functions of Assessment 3.0 Know Assessment Method 4.0 Know Assessment Planning 5.0 Know Learners and Others Involvement in Assessment 6.0 Know Assessment tools 7.0 Understand Assessment Decisions 8.0 Understand Quality Assurance in Assessment 9.0 Understand Information Management in Assessment 10.0 Understand Legal and Good Practice in Assessment 11.0 Know Folder Arrangement in Assessment 		

PROGRAMME: MANDATORY SKILLS QUALIFICATION						
COURSE TITLE: Principles of Quality Assurance Assessment		COURSE CODE: MSQ 311		Contact Hours: 2		
		Credit Unit: 2		Theoretical:		
Year:	Semester:	Pre-requisite:		Practical:		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with knowledge and processes of quality assurance assessment.						
GENERAL OBJECTIVE 1.0: Understand the fundamentals of NSQF and NSQ						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1	1.1 Explain Vocational Qualification (VQ)	Explain Vocational Qualification (VQ)	NSQF Operational Manual			
	1.2 Trace the history and development of VQ	Trace the history and development of VQ	NSQF Code of Practice			
	1.3 Trace the history and development of NSQF	Trace the history and development of NSQF	Assessors Qualification Training Handbook			
	1.4 Explain NSQ	Explain NSQ				
	1.5 Explain the benefits of NSQ	Explain the benefits of NSQ.	Projector			

	<p>1.6 Explain the critical stakeholders in the delivery of NSQ:</p> <ul style="list-style-type: none"> • Regulatory Agency • Sector Skills Council • Awarding Bodies • Funding Agencies • Training Providers/ Assessment Centre <p>1.7 Explain National Occupational Standard (NOS)</p> <p>1.8 Explain competency:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Attitude 	<p>Explain the critical stakeholders in the delivery of NSQ:</p> <ul style="list-style-type: none"> • Regulatory Agency • Sector Skills Council • Awarding Bodies • Funding Agencies • Training Providers/ Assessment Centre <p>Explain NOS</p> <p>Explain competency:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Attitude 	Level descriptors			
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	<p>1.9 Explain components of NOS:</p> <ul style="list-style-type: none"> • Unit • Level descriptors • Learning outcomes • Performance criteria <p>1.10 Explain uses of NOS:</p> <ul style="list-style-type: none"> • Recruitment and selection • Supervision/ appraisal • Personal and professional development 	<p>Explain components of NOS:</p> <ul style="list-style-type: none"> • Unit • Level descriptors • Learning outcomes • Performance criteria <p>Explain uses of NOS:</p> <ul style="list-style-type: none"> • Recruitment and selection • Supervision/ appraisal • Personal and professional development 				
General Objective 2.0: Understand the Principles and functions of Assessment						
2-3	<p>2.1 Define assessment</p> <p>2.2 Explain the assessment cycle</p>	<p>Explain assessment</p> <p>Explain the assessment cycle</p>	<p>NSQF Operational Manual</p> <p>NSQF Code of Practice</p>	<p>Identify regulations and requirements relevant to assessment in own area of practice</p>	<p>Guide learners to:</p> <p>Identify regulations and requirements relevant to assessment in</p>	<p>Internet</p> <p>Code of professional conduct</p>

	<p>2.3 Explain assessment approach</p> <p>2.4 Explain the types of assessment:</p> <ul style="list-style-type: none"> • Initial • Diagnostic • Continuous • Formative • Summative • Holistic <p>2.5 Explain the role of assessment in quality assurance</p> <p>2.6 Explain the function of assessment in learning and development</p> <p>2.7 Explain expertise of an assessor:</p> <ul style="list-style-type: none"> • Interpersonal skills • Subject matter expertise 	<p>Explain assessment approach with the aid of diagram</p> <p>Explain the types of assessment:</p> <ul style="list-style-type: none"> • Initial • Diagnostic • Continuous • Formative • Summative • Holistic <p>Explain the role of assessment in quality assurance</p> <p>Explain the function of assessment in learning and development</p> <p>Explain expertise of an assessor:</p> <ul style="list-style-type: none"> • Interpersonal skills 	<p>Assessors Qualification Training Handbook</p> <p>Projector</p> <p>Level descriptors</p>		own area of practice	
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	<ul style="list-style-type: none"> • Assessment expertise 	<ul style="list-style-type: none"> • Subject matter expertise • Assessment expertise 				
	2.8 Explain the role and responsibilities of an assessor	Explain the role and responsibilities of an assessor				
	2.9 Explain the regulations and requirements relevant to assessment in own area of practise: <ul style="list-style-type: none"> • Legislation • Regulatory requirements • Code of practice, etc. 	Discuss the regulations and requirements relevant to assessment in own area of practice: <ul style="list-style-type: none"> • Legislation • Regulatory requirements • Code of practice, etc. 				

General Objective 3.0: Know Assessment Methods						
4-5	3.1 Define assessment methods	Explain assessment methods	NSQF Operational Manual	Carry out SLOT Analysis	Guide learners to: Carry out SLOT Analysis	Sample Document
	3.2 Explain the types of assessment methods:	Explain the types of assessment methods:	NSQF Code of Practice			
	<ul style="list-style-type: none"> • Observation • Examining work product • Questions and answer • Professional discussion • Witness statement/ testimony • Reflective account • Recognition/ Accreditation of prior learning (RPL/ APL) 	<ul style="list-style-type: none"> • Observation • Examining work product • Questions and answer • Professional discussion • Witness statement/ testimony • Reflective account • Recognition/ Accreditation of prior learning (RPL/ APL) 	Assessors Qualification Training Handbook Projector Level descriptors			
	3.3 Explain the differences between skills assessment and assessment of knowledge and	Explain the differences between				

	<p>understanding</p> <p>3.4 Analyze the strength and limitation of the types of assessment methods (SLOT)</p> <p>3.5 Explain the characteristics of assessment methods:</p> <ul style="list-style-type: none"> • Fit for purpose • Unambiguous • Equitable • Constructive • Accessible 	<p>skills assessment and assessment of knowledge and understanding</p> <p>Explain the strength and limitation of the types of assessment methods (SLOT)</p> <p>Explain the characteristics of assessment methods:</p> <ul style="list-style-type: none"> •Fit for purpose •Unambiguous •Equitable •Constructive •Accessible 				
General Objective 4.0: Know Assessment Planning						
6-7	<p>4.1 Explain planning in assessment</p> <p>4.2 Explain the factors to be considered when planning assessment</p>	<p>Explain planning in assessment</p> <p>Explain the factors to be considered when planning</p>	<p>NSQF Operational Manual</p> <p>NSQF Code of Practice</p>	<p>Plan for formative and summative assessment</p> <p>Plan holistic approach to assessment</p>	<p>Guide learners to:</p> <p>Plan for formative and summative assessment</p>	<p>Sample Plan</p> <p>Writing materials</p>

	<p>4.3 Explain the information contained in an assessment plan.</p> <p>4.4 Explain the concept of holistic approach to assessment</p> <p>4.5 Explain the benefit of holistic approach to assessment</p> <p>4.6 Explain how to plan assessment using holistic approach</p> <p>4.7 Explain the types of risks involved in assessment planning:</p> <ul style="list-style-type: none"> • Organizational • Legislative 	<p>assessment</p> <p>Explain the information contained in an assessment plan.</p> <p>Explain the concept of holistic approach to assessment</p> <p>Explain the benefit of holistic approach to assessment</p> <p>Explain how to plan assessment using holistic approach</p> <p>Explain the types of</p>	<p>Assessors Qualification Training Handbook</p> <p>Projector</p> <p>Level descriptors</p>	<p>Draw assessment Team chart</p>	<p>Plan holistic approach to assessment</p> <p>Draw assessment Team chart</p>	
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	<ul style="list-style-type: none"> • Assessment <p>4.8 Explain how to minimize risk in assessment</p>	<p>risks involved in assessment planning:</p> <ul style="list-style-type: none"> • Organizational • Legislative • Assessment <p>Explain how to minimize risk in assessment</p>				
General Objective 5.0: Know Learners and others Involvement in Assessment						
8	<p>5.1 Explain the importance of involving the learners and others in assessment process:</p> <ul style="list-style-type: none"> • IQAM • Centre manager • Workplace supervisor • EQAM 	<p>Explain the importance of involving the following learners and others in assessment process:</p> <ul style="list-style-type: none"> • IQAM • Centre manager • Workplace supervisor • EQAM 	<p>NSQF Operational Manual</p> <p>NSQF Code of Practice</p> <p>Assessors Qualification Training Handbook</p> <p>Projector</p>			

	<p>5.2 Explain the types of information that should be made available to learners and others</p> <p>5.3 Explain the effective use of peer and self-assessment in promoting learners' involvement and personal responsibility in the assessment of learning</p> <p>5.4 Explain how assessment arrangement can be adopted to meet needs of individual learners:</p> <ul style="list-style-type: none"> • Skill count/ induction • Need gap • Diagnostic/ initial assessment 	<p>Explain the types of information that should be made available to learners and others</p> <p>Explain the effective use of peer and self-assessment in promoting learners' involvement and personal responsibility in the assessment of learning</p> <p>Explain how assessment arrangement can be adopted to meet needs of individual learners:</p> <ul style="list-style-type: none"> • Skill count/ induction • Need gap 	Level descriptors			
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		<ul style="list-style-type: none"> Diagnostic/ initial assessment 				
General Objective 6.0: Know Assessment Tools						
9	6.1 Explain the terms assessment tools 6.2 Explain the following: <ul style="list-style-type: none"> Induction/ initial assessment forms: <ul style="list-style-type: none"> ➤ Biodata form ➤ Induction checklist ➤ Signature sampling team log ➤ Course learning plan and review (2A and 2B) ➤ Planning and support analysis ➤ Observed Candidates Logging Form 	Explain the terms assessment tools Explain the following: <ul style="list-style-type: none"> Induction/ initial assessment forms <ul style="list-style-type: none"> ➤ Biodata form ➤ Induction checklist ➤ Signature sampling team log ➤ Course learning plan and review (2A and 2B) 	NSQF Operational Manual NSQF Code of Practice Assessors Qualification Training Handbook Projector Level descriptors			

	<ul style="list-style-type: none"> ➤ Learning and delivery undertaking • Templates for generating evidences: <ul style="list-style-type: none"> ➤ Assessment Plan, Review and Feedback Form ➤ Performance Evidence Record Form ➤ Oral Question and Answer Form ➤ CPD record form ➤ Unit completion declaration form 	<ul style="list-style-type: none"> ➤ Planning and support analysis ➤ Observed Candidates Logging Form ➤ Learning and delivery undertaking • Templates for generating evidence: <ul style="list-style-type: none"> ➤ Assessment Plan, Review and Feedback Form ➤ Performance Evidence Record Form ➤ Oral Question and Answer Form ➤ CPD record form 				
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		➤ Unit completion declaration form				
General Objective 7.0: Understand Assessment Decisions						
10	<p>7.1 Explain assessment decision</p> <p>7.2 Explain how to judge evidences in assessment:</p> <ul style="list-style-type: none"> • Sufficient • Authentic • Current <p>7.3 Explain how to ensure the assessment decision are made against specific criteria:</p> <ul style="list-style-type: none"> • Valid • Reliable • Fair <p>Explain Factors which could influence your judgement and decision</p>	<p>Explain assessment decision</p> <p>Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • Sufficient • Authentic • Current <p>Explain how to ensure the assessment decision are made against specific criteria:</p> <ul style="list-style-type: none"> • Valid • Reliable • Fair <p>Explain Factors which could influence your</p>	<p>NSQF Operational Manual</p> <p>NSQF Code of Practice</p> <p>Assessors Qualification Training Handbook</p> <p>Projector</p> <p>Level descriptors</p>			

		judgement and decision				
GENERAL OBJECTIVE 8.0: Understand Quality Assurance in Assessment						
11-12	8.1 Define Quality 8.2 Define quality assurance 8.3 Explain Quality control 8.4 Explain Total Quality Management 8.5 Define quality assurance in assessment 8.6 Explain the importance of quality assurance in assessment	Explain Quality Explain quality assurance Explain Quality control Explain Total Quality Management Explain quality assurance in assessment Explain the importance of quality assurance in assessment	NSQF Operational Manual NSQF Code of Practice Assessors Qualification Training Handbook Projector Level descriptors			

	8.7 Explain standardization procedure in assessment	Explain standardization procedure in assessment				
	8.8 Explain the benefits of standardization procedure in assessment	Explain the benefits of standardization procedure in assessment				
	8.9 Define Internal Quality Assurance Manager in Assessment	Explain Internal Quality Assurance Manager in Assessment				
	8.10 Explain the role of Internal Quality Assurance Manager in Assessment	Explain the role of Internal Quality Assurance Manager in Assessment				
	8.11 Define Appeal					
	8.12 Explain Appeal Procedure	Explain Appeal Procedure				
	8.13 Explain the right to appeal	Explain Appeal Procedure				

	8.14 Explain unresolved appeal	Explain the right to appeal Explain unresolved appeal				
General Objective 9.0: Understand Information Management in Assessment						
13	9.1 Define information 9.2 Explain types of information in Assessment 9.3 Explain information management in Assessment 9.4 Explain the importance of information management in Assessment 9.5 Explain how feedback contributes to the Assessment process	Explain information Explain types of information in Assessment Explain information management in Assessment Explain the importance of information management in Assessment Explain how feedback contributes to the Assessment process	NSQF Operational Manual NSQF Code of Practice Assessors Qualification Training Handbook Projector Level descriptors Internet/ Online resources			

	9.6 Explain how questioning contribute to the Assessment process	Explain how questioning contribute to the Assessment process	Textbooks Journals			
General Objective 10.0: Understand Legal and Good Practice in Assessment						
14	10.1 Explain legal and good practice in assessment: <ul style="list-style-type: none"> • Health, safety and welfare • Confidentiality • Equality and diversity • Inclusion • Bilingualism 	Explain the legal and good practice in assessment: <ul style="list-style-type: none"> • Health, safety and welfare • Confidentiality • Equality and diversity • Inclusion • Bilingualism 	NSQF Operational Manual NSQF Code of Practice Assessors Qualification Training Handbook Projector Level descriptors Internet/ Online resources			
	10.2 Explain the importance of maintaining legal and good practice in Assessment	Explain the importance of maintaining legal and good practice in Assessment				
	10.3 Explain the implication of non-	Explain the implication of non-				

	compliance to legal and good practice in Assessment	compliance to legal and good practice in Assessment	Textbooks Journals			
	10.4 Explain the impact of technology in Assessment	Explain the impact of technology in Assessment				
	10.5 Explain reflective practice in Assessment	Explain reflective practice in Assessment				
	10.6 Explain Continuous Professional Development (CPD) in Assessment	Explain Continuous Professional Development (CPD) in Assessment				
General Objective 11.0: Know Folder Arrangement in Assessment						
15	11.1 Explain folder	Explain folder	NSQF Operational Manual	Identify features of folder arrangement in Assessment	Guides students to:	Folder
	11.2 Explain folder arrangement in Assessment	Explain folder arrangement in Assessment	NSQF Code of Practice	Identify contents in a folder	Identify features of folder arrangement in Assessment	Transparent nylon jackets Dividers
	11.3 Explain the features of folder arrangement in Assessment	Explain the features of folder arrangement	Assessors Qualification Training	Arrange a folder	Identify contents in a folder	Sample assembled folder

	11.4 Explain the contents in a folder in Assessment	in Assessment	Handbook		Arrange a folder	
	11.4 Explain the steps in folder arrangement	Explain the contents in a folder in Assessment	Projector			
	11.5 Explain the importance of folder arrangement in Assessment	Explain the steps in folder arrangement	Level descriptors			
		Explain the importance of folder arrangement in Assessment	Internet/Online resources			
			Textbooks			
			Journals			