

PROGRAMME: MANDATORY SKILLS QUALIFICATION		
COURSE TITLE: Practice of Quality Assurance Assessment	Course Code: MSQ 321	Contact Hours:
	Credit Unit: 2	Theoretical:
Year: I Semester: II	Pre-requisite:	Practical:
GOAL: This course is designed to equip the student with skills to carry out quality assurance assessment.		
GENERAL OBJECTIVES: On completion of this course, the students should be able to: 1.0 Know Initial Assessment 2.0 Know Assessment Planning 3.0 Know Assessment Practice in a Simulated Environment 4.0 Know Assessment Practice in a Work Environment 5.0 Know Information for Assessment 6.0 Maintain Legal and Ethical Practice in Assessment		

PROGRAMME: MANDATORY SKILLS QUALIFICATION						
COURSE TITLE: Practice of Quality Assurance Assessment		Course Code: MSQ 321		Contact Hours: 2		
		Credit Unit: 2		Theoretical:		
Year: I Semester: II		Pre-requisite: MSQ 311		Practical:		
COURSE SPECIFICATION: THEORETICAL AND PRACTICAL						
GOAL: This course is designed to equip the student with skills to carry out quality assurance assessment.						
GENERAL OBJECTIVE 1.0: Know Initial Assessment						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Week	Specific Learning Outcome	Teacher’s Activities	Resources	Specific Learning Outcome	Teacher’s Activities	Resources
1	1.1 Explain the qualities of a learner	Explain the qualities of a learner	NSQF Operational Manual	Identify a learner	Guide learners to: Identify a learner	Induction/ initial assessment forms:
	1.2 Explain the role of “learner interest” in achieving qualification	Explain the role of “learner interest” in achieving qualification	NSQF Code of Practice	Determine learner interest in the qualification	Determine learner interest in the qualification	Biodata form
	1.3 Explain initial Assessment	Explain initial Assessment	Assessors Qualification Training Handbook	Carry out initial Assessment	Carry out initial Assessment	Induction checklist
			Projector	Place learner appropriately	Place learner appropriately	Signature sampling team log
				Agree on the		

	1.4 Explain appropriate placement of a learner	Explain appropriate placement of a learner	Level descriptors	appropriate qualification for the learner	Agree on the appropriate qualification for the learner	Course learning plan and review (2A and 2B)
	1.5 Explain learner needs: <ul style="list-style-type: none"> • Training • Support • 	Explain learner needs: <ul style="list-style-type: none"> • Training • Support 	Internet/Online resources	Determine learner needs	Determine learner needs	Sample Appeal
	1.6 Define appeal	Explain appeal	Textbooks	Appeal Assessment decision	Appeal Assessment decision	Appeal Form/document
	1.7 Explain appeal procedure in Assessment	Explain appeal procedure	Journals			
General Objective 2.0: Know Assessment Planning						
2-3	2.1 Define unit Assessment	Explain unit Assessment	NSQF Operational Manual	Agree on the unit (s) to be assessed	Guide learners to: Agree on the unit (s) to be assessed	Plan Review Feedback Form
	2.2 Explain readiness for the unit (s) to be assessed	Explain readiness for the unit (s) to be assessed	NSQF Code of Practice	Agree on appropriate method of	Agree on appropriate method of	NOS
	2.3 Explain the method of Assessment to be used and agreed with the learner	Explain the method of Assessment to be	Assessors Qualification Training Handbook	Assessment with the learner	Assessment with the learner	Sample engagement letter to industry supervisor

		used and agreed with the learner		Schedule an Assessment:	Schedule for Assessment:	Sample Plan Review and Feedback Form
	2.4 Explain Assessment schedule:	Explain Assessment schedule:	Projector Level descriptors	<ul style="list-style-type: none"> • Date • Venue • Time • Duration 	<ul style="list-style-type: none"> • Date • Venue • Time • Duration 	
		<ul style="list-style-type: none"> • Date • Venue • Time • Duration 	Internet/ Online resources	Prepare resources to be used for Assessment	Prepare resources to be used for Assessment	
	2.5 Explain holistic approach in Assessment	Explain holistic approach in Assessment	Textbooks			
			Journals	Arrange resources to be used for the Assessment	Arrange resources to be used for the Assessment	
	2.6 Explain the preparation of the resources to be used for the Assessment in simulated environment	Explain the preparation of the resources to be used for the Assessment in simulated environment		Take appropriate action:	Take appropriate action:	
				<ul style="list-style-type: none"> • Action by the assessor • Action by the learner 	<ul style="list-style-type: none"> • Action by the assessor • Action by the learner 	
	2.7 Explain arrangement for the resources to be used for the	Explain arrangement for the resources to be used for the				

	<p>Assessment in simulated environment</p> <p>2.8 Explain Assessment action:</p> <ul style="list-style-type: none"> • Action by the assessor • Action by the learner <p>2.9 Explain engagement in Assessment:</p> <ul style="list-style-type: none"> • Assessor to supervisor • Learner to supervisor • Assessor to learner to supervisor <p>2.10 Explain the role of review in assessment planning:</p> <ul style="list-style-type: none"> • Physical • Phone call 	<p>Assessment in simulated environment</p> <p>Explain Assessment action:</p> <ul style="list-style-type: none"> • Action by the assessor • Action by the learner <p>Explain engagement in Assessment:</p> <ul style="list-style-type: none"> • Assessor to supervisor • Learner to supervisor • Assessor to learner to supervisor <p>Explain the role of review in assessment planning:</p> <ul style="list-style-type: none"> • Physical 		<p>Engage:</p> <ul style="list-style-type: none"> • Assessor to supervisor • Learner to supervisor • Assessor to learner to supervisor <p>Review Assessment plan:</p> <ul style="list-style-type: none"> • Physical • Phone call • Messages <p>Authenticate the planned document:</p> <ul style="list-style-type: none"> • Signature • Date 	<p>Engage:</p> <ul style="list-style-type: none"> • Assessor to supervisor • Learner to supervisor • Assessor to learner to supervisor <p>Review Assessment plan:</p> <ul style="list-style-type: none"> • Physical • Phone call • Messages <p>Authenticate the planned document:</p> <ul style="list-style-type: none"> • Signature • Date 	
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	<ul style="list-style-type: none"> • Messages <p>2.11 Explain authentication of the planned document:</p> <ul style="list-style-type: none"> • Signature • Date 	<ul style="list-style-type: none"> • Phone call • Messages <p>Explain authentication of the planned document:</p> <ul style="list-style-type: none"> • Signature • Date 				
General Objective 3.0: Know Assessment Practice in a Simulated Environment						
4-7	<p>3.1 Explain training environment</p> <p>3.2 Explain Assessment in training environment</p> <p>3.3 Explain evidence generating templates in Assessment</p> <p>3.4 Explain the uses of templates mentioned in</p>	<p>Explain training environment</p> <p>Explain Assessment in training environment</p> <p>Explain evidence generating templates in Assessment</p> <p>Explain the uses of templates</p>	<p>NSQF Operational Manual</p> <p>NSQF Code of Practice</p> <p>Assessors Qualification Training Handbook</p> <p>Projector Level descriptors</p>	<p>Carry out Assessment in training environment</p> <p>Generate evidence using appropriate template</p> <p>Analyse evidence</p> <p>Make decision on evidence</p>	<p>Guide learners to: Carry out Assessment in training environment</p> <p>Generate evidence using appropriate template</p> <p>Analyse evidence</p> <p>Make decision on evidence</p>	<p>PRF Form</p> <p>Evidence Generating Templates</p>

	3.3	mentioned in 3.3	Internet/ Online resources	Validate evidence with signature and date	Validate evidence with signature and date	
	3.5 Explain evidence analysis in Assessment	Explain evidence analysis in Assessment	Textbooks	Give feedback	Give feedback	
	3.6 Explain decision making in Assessment	Explain decision making in Assessment	Journals	Agree on appropriate action following feedback	Agree on appropriate action following feedback	
	3.7 Explain the need for standardization procedure in Assessment	Explain the need for standardization procedure in Assessment		Carry out standardization meeting: <ul style="list-style-type: none"> • Agenda • Attendance • Issues • Resolution 	Carry out standardization meeting: <ul style="list-style-type: none"> • Agenda • Attendance • Issues • Resolution 	
	3.8 Explain feedback in Assessment	Explain feedback in Assessment				
	3.9 Explain appropriate action following feedback	Explain appropriate action following feedback				
General Objective 4.0: Know Assessment Practice in a Work Environment						
8-13	4.1 Explain work environment	Explain work environment	NSQF Operational Manual	Carry out Assessment in work environment Explore opportunities	Guide learners to: Carry out Assessment in	PRF Form Evidence Generating

4.2 Explain Assessment in work environment	Explain Assessment in work environment	NSQF Code of Practice	for holistic approach	work environment	Templates
4.3 Explain holistic approach in work environment	Explain holistic approach in work environment	Assessors Qualification Training Handbook	Generate evidence using appropriate template	Explore opportunities for holistic approach	Video clip
4.4 Explain evidence generating templates in Assessment	Explain evidence generating templates in Assessment	Projector Level descriptors Internet/ Online resources	Analyse evidence	Generate evidence using appropriate template	
4.5 Explain the uses of templates mentioned in 4.4	Explain the uses of templates mentioned in 4.4	Textbooks	Make decision on evidence	Analyse evidence	
4.6 Explain evidence analysis in Assessment	Explain evidence analysis in Assessment	Journals	Validate evidence with signature and date	Make decision on evidence	
4.7 Explain decision making in Assessment	Explain decision making in Assessment		Give feedback	Validate evidence with signature and date	
4.8 Explain the need for standardization procedure	Explain the need for standardization		Agree on appropriate action following feedback	Give feedback	
				Agree on appropriate action following feedback	

	in Assessment	procedure in Assessment				
	4.9 Explain feedback in Assessment	Explain feedback in Assessment				
	4.10 Explain appropriate action following feedback	Explain appropriate action following feedback				
General Objective 5.0: Know Information for Assessment						
14	5.1 Explain records generated for Assessment: <ul style="list-style-type: none"> • Learners' personal information • Assessment information 	Explain the records generated for Assessment: <ul style="list-style-type: none"> • Learners' personal information • Assessment information 	NSQF Operational Manual NSQF Code of Practice Assessors Qualification Training Handbook Projector Level	Generate records for Assessment: <ul style="list-style-type: none"> • Learners' personal information • Assessment information 	Guide learners to: Generate records for Assessment: <ul style="list-style-type: none"> • Learners' personal information • Assessment information 	Learners' folder Computer Drawers Lockers Data storage room
	5.2 Explain the importance of maintaining Assessment records: <ul style="list-style-type: none"> • Usage of the document • Storage/ retrieval 	Explain the importance of maintaining Assessment records: <ul style="list-style-type: none"> • Usage of the 		Maintain Assessment record Identify types of information shared	Maintain Assessment record Identify types of information	

	<ul style="list-style-type: none"> • Transmission • Incase of litigation <p>5.3 Explain information authorization in Assessment</p> <p>5.4 Explain types of information shared in Assessment</p> <p>5.5 Explain confidentiality of information in Assessment</p>	<p>document</p> <ul style="list-style-type: none"> • Storage/ retrieval • Transmission • Incase of litigation <p>Explain information authorization in Assessment</p> <p>Explain types of information shared in Assessment</p> <p>Explain confidentiality of information in Assessment</p>	<p>descriptors</p> <p>Internet/ Online resources</p> <p>Textbooks</p> <p>Journals</p>	<p>Share information appropriately</p> <p>Maintain confidentiality</p>	<p>shared</p> <p>Share information appropriately</p> <p>Maintain confidentiality</p>	
General Objective 6.0: Maintain Legal and Ethical Practice in Assessment						
15	<p>6.1 Explain legal issues in assessment</p> <p>6.2 Explain ethical issues</p>	<p>Explain legal issues in assessment</p>	<p>NSQF Operational Manual</p>	<p>Identify legal and ethical issues in own area of practice</p>	<p>Guide students to: Identify legal and ethical issues in</p>	<p>NSQ Code of Practice</p> <p>Other</p>

	in own area of practice	Explain ethical issues in own area of practice	NSQF Code of Practice	Identify issues of equality and diversity in Assessment	own area of practice	Relevant Code of Practice
	6.3 Explain issues of equality and diversity in Assessment	Explain issues of equality and diversity in Assessment	Assessors Qualification Training Handbook		Identify issues of equality and diversity in Assessment	
	6.4 Explain the role of continuing professional development in Assessment	Explain the role of continuing professional development in Assessment	Projector Level descriptors Internet/ Online resources Textbooks Journals			

EVALUATION: CA 70%

EXAMINATION: 30

NOTE:

For Training Environment:

- The aim is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace, for example workshops, classrooms or other training environments.

- As a minimum, there must be performance evidence for at least three of the listed assessment methods:
 - Oral and written questions, assignments, projects
 - Case studies and recognition of prior learning
 - Other forms of evidence will be acceptable for the remaining assessment methods
- Assessment of the learner in simulated (training) environment: must be planned, reviewed and feedback given to the learner on outcome.
- During planning, the learner must be given an action to perform and generate evidence.
- The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions
- There must be valid, authentic and sufficient evidence for all the specific learning objective.
- Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning objective or specific learning objective
- There must be evidence of the candidate's assessor carrying out at least two assessments for two learners' skills, knowledge and understanding (four Assessments in total)

For Work Environment:

- The aim is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment.
- There must be evidence of the candidate assessor carrying out at least three assessments of three learner's occupational competence (Nine Assessments in total).
- This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who is assessing someone else
- The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.
- There must be valid, authentic and sufficient evidence for all the specific learning objective.
- Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning objective or specific learning objective.

- As a minimum, there must be performance evidence for the following assessment methods:
 - Observation of performance in the work environment,
 - examining products of work and
 - questioning the learner
- Other forms of evidence will be acceptable for the remaining assessment methods:
 - Discussion with the learner,
 - use of others (witness testimony)
 - looking at learner statements,
 - recognizing prior learning
- Simulation is discouraged, all evidences must be generated in a real work environment.

Qualification for Trainers/ Facilitators

- Must be occupationally competent
- Must be professionally competent
- Must have a minimum of 2 years experience in Assessment practice

For Training Environment: