

**GUIDELINES FOR THE DESIGN AND
IMPLEMENTATION OF ASSESSMENTS FOR
QUALIFICATIONS AND PART QUALIFICATIONS
REGISTERED ON THE NATIONAL CREDIT AND
QUALIFICATIONS FRAMEWORK**

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GUIDELINES FOR THE POLICY ON THE DESIGN AND IMPLEMENTATION OF ASSESSMENTS

GLOSSARY OF TERMS

Act	The Botswana Qualifications Authority Act, 2013.
Authority	The Botswana Qualifications Authority was established under Section 3 (1) of the Botswana Qualifications Authority Act, 2013.
Accreditation	A process of ensuring that education and training providers, and any learning programme of education and training offered, conform to quality assurance standards set by the Authority;
Assessment	The process of collecting evidence of learners' work to measure and make a judgement about achievement or non-achievement of specified National Credit and Qualifications Framework standards and qualifications.
Assessment Centre	An entity registered by the Authority for the purpose of conducting assessments for specified NCQF registered qualifications and part qualifications.
Assessor	A person registered and accredited by the Authority in accordance with established criteria to collect evidence of learners' work to measure and make a judgment about achievement or non-achievement of specified NCQF standards or qualifications.
Awarding body	An organisation, recognised by the Authority, which awards accredited qualifications.
Credit	The amount of learning recognised through qualifications and unit standards registered on the NCQF, measured in terms of notional learning hours.
Curriculum	An interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources, whose outcome is the successful transfer and/or development of knowledge, skills, and competencies.
Education and Training Provider (ETP)	A person or entity that provides or organises a programme of education and training, including the provision of professional development services.

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Evidence	What has been generated and/or assembled by a learner to make an assessment judgement.
Learning outcome	a statement that specifies what a learner will know or be able to do as a result of a learning activity.
Moderation	The process which ensures that the assessment of outcomes as described in the NCQF standards or qualifications is fair, valid, reliable, and consistent.
National Credit and Qualifications Framework (NCQF)	An instrument developed under section 4 (2) (d) for the classification of qualifications according to a set of criteria, for specified levels of learning achieved.
Outcomes-based assessment	Outcomes-based assessment is a type of evaluation or measurement approach used in various educational and professional settings to assess a person's knowledge, skills, or competencies based on specific learning outcomes.
Qualification	A formal outcome of an assessment and validation process which is obtained when an assessor and moderator determine that an individual has achieved learning outcomes to given standards.
Recognition of Prior Learning	The process of identifying, assessing, and recognising what a person already knows (knowledge) and can do (skills), despite the method of acquisition (including formal, informal, and non-formal), without taking them through the formal or additional learning process.

1. BACKGROUND

Quality assurance of assessments is integral to any education system. The Botswana Qualifications Authority (accreditation of learning programmes) regulations, 2016 mandate the Authority to quality assure assessments. Sections 7. (1) and (2) state that Assessment design and administration for qualifications on the Framework shall be based on learning outcomes and requirements stipulated for the qualifications, as determined by the Authority. (2) The Authority shall develop criteria and guidelines for the design and implementation of outcomes-based assessment and moderation systems.

2. PURPOSE

The purpose of this document is to:

- 2.1. Provide guidance for the development and implementation of assessment policies, processes and procedures by Education and Training Providers (ETP), Awarding Bodies, and Assessment Centres registered with BQA.
- 2.2. To establish a common understanding of assessment practices and associated principles for the Botswana education and training system.
- 2.3. To provide a basis for the design and implementation of assessment systems and practices across all levels of the education and training system in Botswana.
- 2.4. To provide a framework for the monitoring and evaluation of assessment practices within the education and training system.
- 2.5. Outline the roles of various stakeholders involved in assessment activities.

3. SCOPE

The Guidelines for the Policy on the Design and Implementation of Assessments apply but are not limited to:

- 3.1. BQA accredited ETPs, Awarding Bodies, Workplaces, and Assessment Centres across the three sub frameworks.
- 3.2. All qualifications and part qualifications registered on the NCQF.
- 3.3. Statutory and non-statutory recognised Professional Bodies with their professional designations.

3.4. Learners

3.5. Practitioners and all role players involved in assessments

4. ROLES AND RESPONSIBILITIES

4.1. Botswana Qualifications Authority

- 4.1.1. Develop policy and guidelines for the design and implementation of assessments for qualifications and part-qualifications registered on the national credit and qualifications framework
- 4.1.2. Carry out periodic review of the Policy and guidelines for the Design and Implementation of assessments for qualifications and part-qualifications registered on the national credit and qualifications framework.
- 4.1.3. Ensure that registered and accredited ETPs, Awarding Bodies, and Assessment Centres develop systems for the running of assessments.
- 4.1.4. Publish assessment strategy documents.
- 4.1.5. The Authority shall undertake quality assurance of the assessment and moderation in accordance with regulation 7(5) of the Botswana Qualifications Authority (Accreditation of Learning Programmes) Regulations, 2016.
- 4.1.6. Register and accredit assessors and moderators.

Education and Training Providers and Assessment Centres

- 4.1.1 Develop and implement policies, processes and procedures to ensure credibility in assessment and conformity to criteria and guidelines.
- 4.1.2 Develop and implement institution-based assessment policies, processes and procedures that conform to this policy.
- 4.1.3 Ensure that Assessment instruments are developed in accordance with assessment principles: validity, consistency, quality and credibility of the assessments. Validity, reliability, fairness, explicitness, appropriateness, integration, systematicity, flexibility and alignment with learning outcomes.
- 4.1.4 Ensure that there are sufficient trained invigilators and no fraudulent activities during the assessment.
- 4.1.5 Ensure safe storage of assessment instruments and related documentation.
- 4.1.6 Assessment evidence is marked, and results are captured accordingly.
- 4.1.7 Provide information on assessments when needed by relevant stakeholders.

- 4.1.8 Ensure that learner results are credible, and that the assessment process is fair, valid, reliable, and unbiased.
- 4.1.9 Ensure that assessment activities cater for all learners, including those with special needs.
- 4.1.10 Engage registered and accredited Assessors and/or Moderators.

4.2 Awarding Bodies

- 4.2.1 Ensure that awarding partners are conversant with and adhere to the policy.
- 4.2.2 Undertake quality assurance of assessment and moderation processes of their awarding partners.
- 4.2.3 Ensure that there is no malpractice or maladministration within each of the ETPs that has entered into an agreement with the awarding body in accordance with assessment and moderation.

4.3 Professional Bodies

- 4.3.1 Collaborate with Botswana Qualifications Authority, Education and Training Providers, and other relevant stakeholders to support the implementation of this policy.
- 4.3.2 Comply with the policy and encourage members and associates to conduct quality assured assessments.
- 4.3.3 Support promotional or advocacy initiatives that are meant to keep stakeholders abreast of assessment related information.

4.4 Assessment Practitioners

Assessment practitioners include both conventional and RPL assessors, moderators and evidence-collection facilitators. It is the responsibility of all practitioners to familiarise themselves with the policy and stay up to date with assessment trends and developments in their subject areas. Furthermore, they must ensure that no individual is disadvantaged or discriminated against by the assessment process and maintain the credibility of assessments.

4.4.1 Assessors

Assessors should be subject matter experts and trained to develop instruments and assess candidates against standards. The roles of assessors include;

- a) Designing assessment tools and instruments
- b) Judging candidates' evidence against the criteria of qualification.
- c) Giving learners feedback after making assessment decisions
- d) Recording assessment results
- e) Evaluating the assessment process by:
- f) Reviewing assessment process with other assessors.
- g) Inviting feedback from learners and other stakeholders.
- h) Using assessment results to evaluate learning and assessment strategies.

4.4.2 Internal Moderators

Internal and External moderators should be subject matter experts and trained to moderate assessments.

- a) Check the design of assessment materials for appropriateness before use.
- b) Reviewing learner evidence and checking its integrity.
- c) Ensuring that learners are assessed fairly and consistently.
- d) Ensure adherence to set standards.
- e) Contributes towards designing a moderation system. Plans and prepares for specific moderation to take place.
- f) Evaluates the performance of assessors.

4.4.3 External moderators

- a) Checking the credibility of assessment methods and assessment instruments
- b) Checking that support systems are appropriate and effective
- c) Quality assuring internal moderation systems
- d) Checking assessors' decisions and internal moderators' judgment
- e) Evaluating assessment processes and validating candidate evidence to ensure consistency between ETPs.
- f) Checking assessor's decision and moderator's judgement.
- g) Identifying recurring issues and investigating any trends, and recommending remediation to ETPS.

4.5 Learners

- 4.5.1 Familiarise themselves with the requirements, processes, and procedures of assessment-related activities.
- 4.5.2 Take responsibility for their learning and assessment by being active participants.
- 4.5.3 Participate in assessment processes in an honest and disciplined manner.
- 4.5.4 Familiarise themselves with the appeals procedure of the ETP or assessment centre and follow it should there be a need to do so.

5. OUTCOMES-BASED ASSESSMENT

In the context of outcomes-based assessment:

- 5.1 Focus is on the learning outcomes (what learners know and are able to do by the end of a unit or programme of study).
- 5.2 learning outcomes and assessment criteria should be stated clearly.
- 5.3 Both formative (assessment for learning and assessment as learning) and summative (assessment of learning) should be used
- 5.4 Assessment should be integrative, holistic and based on evidence of competence gathered from various methods of assessment.
- 5.5 Assessment design processes should start with the examination of programme exit outcomes and module or course learning outcomes
- 5.6 Assessment instruments should be designed and implemented in line with the programme or course outcomes.

6. PRINCIPLES OF OUTCOMES BASED ASSESSMENT

Principles of assessment should be adhered to when implementing assessments. These principles are applicable to all forms of assessment.

- 6.1 Checking for **validity** includes:
 - 6.1.1 validating assessment tools/tasks which involves ensuring there is alignment between learning outcomes, assessment criteria and assessment strategy and tools/tasks designed.
 - 6.1.2 ensuring there is alignment between processes and objectives of assessment by validating the assessment processes which entails designing of assessment tools and tasks, marking, moderation, and providing feedback on assessment conducted.

6.2 Achieving the **reliability** of assessment includes ensuring that similar judgements are made across similar contexts about assessment tools and tasks, marking, moderation, recording assessment results and giving feedback to candidates.

6.3 Ascertaining **integrity** in assessment processes and tools includes:

6.3.1 basing assessment questions entirely on learning outcomes.

6.3.2 assessors striving to understand candidate evidence and judging it fairly.

6.3.3 moderators fairly checking assessor results and decisions.

6.3.4 Giving timely feedback to learners and educators after moderation.

6.4 Transparency and **accountability** in assessment can be enhanced by:

6.4.1 Ensuring information on assessment purpose, processes, criteria and consequences is shared with all relevant stakeholders.

6.4.2 Providing evidence of the design and moderation of assessment instruments and tasks.

6.5 Fairness in assessment can be ensured by:

6.5.1 Setting an appropriate assessment range. The range includes types and levels of competence required at each level as described on the NCQF level descriptors.

6.5.2 Learners given equal assessment opportunities regardless of their ethnicity, age, gender, culture, disability, social class, and language.

6.6 Systematic

There should be clear and rigorous planning and recording of assessment activities and supportive administrative procedures, which include:

6.6.1 Documenting internal and external moderation procedures and outcomes.

6.6.2 Documenting processes for appointment of external moderators.

6.6.3 Documenting processes by which internal or external grading irregularities are addressed.

6.6.4 clear and accessible information.

6.6.5 standardised conditions under which assessment is conducted.

6.6.6 documented appeals processes

7. ASSESSMENT REQUIREMENTS

7.1 Assessment Strategy Development

A team, comprising ETPs, industry experts and other key stakeholders, meets to develop assessment strategy documents for each qualification, part qualification, and learning programme. Assessment strategy documents are designed to guide assessment practices to produce market ready learners.

7.1.1 Assessment instruments are developed in accordance with the assessment strategy for each qualification, part qualification, and learning programmes.

7.1.2 Assessment strategy document also guides the selection of appropriate assessment methods during assessment instrument design.

7.2 Assessment methods must be:

7.1.3 Appropriate- The assessment activities suit the performance being assessed.

7.1.4 Fair- Care is taken to ensure that no one is disadvantaged by the method selected.

7.1.5 Integrated- The assessment is linked to normal work or learning. Current activities of candidates are considered, and evidence obtained from such.

7.1.6 Manageable- Assessment is cost effective and within the scope of the standard.

8. TYPES AND APPROACHES TO ASSESSMENT

8.1 ETPs, Awarding Bodies, and Assessment Centres must make provisions for the use of a variety of assessments to make informed decisions about learning strategies as well as learner performance.

8.2 Various assessment approaches are recognised:

8.2.1 Formative assessment / Assessment for Learning

- a) Formative assessment, also referred to as assessment for learning, focuses on monitoring the quality of the learning process and on providing continuous feedback to guide learning and teaching, which can positively influence learning processes.
- b) It should be designed to feed further learning through the identification of gaps in the learning process
- c) Formal formative assessment results are recorded and count towards the grading of the qualification or part qualification.

8.3 Summative assessment / Assessment of Learning

8.3.1 Summative assessment, also known as Assessment of Learning, is aimed at assessing the extent to which outcomes have been achieved at the end of a learning process.

8.3.2 Its aim is the evaluation and/or the certification of learning that has already taken place, and the extent to which learning has been successful in respect of learning outcomes.

8.4 Assessment as Learning

8.4.1 Encourages learners to take responsibility for their own learning by providing ways for learners to use formal and informal feedback to help them understand the next steps in learning.

8.4.2 Requires assessors and learners to create learning goals to encourage growth and development.

8.4.3 Promotes goal setting, peer assessment, self-assessment, and reflecting on results.

9. INTEGRATED ASSESSMENT

9.1 Education and Training Providers are encouraged to move towards increasingly integrated assessment practices. To enhance learning, assessment must build on real-world activities in realistic contexts. Integrated assessment should assess the ability to combine key fundamental, practical and reflexive competences with some soft skills outcomes.

9.2 Integrated assessment at a qualification level must provide opportunities for learners to show that they are able to integrate concepts, ideas and actions across learning outcomes to achieve competence that is not deviating from the purpose of the qualification.

9.3 Integrated assessment tasks should:

9.3.1 be designed such that there is application of theory, knowledge and skills and the ability to reflect on the process and outcome,

9.3.2 allow for generation of evidence of competence related to several learning outcomes,

9.3.3 allow for the use of a range of assessment methods and instruments for the qualification being assessed.

9.3.4 Include naturally occurring evidence. Plan for the collection and evaluation of naturally occurring evidence to cover workplace experience or competence in the workplace (design logbooks or journals).

10. ONLINE ASSESSMENTS

10.1 Online assessments are conducted over the internet using available web technologies. Before adopting and administering online assessments, ETPs, Awarding Bodies, and Assessment Centres should ensure the following:

10.1.1 Availability of policy and guidelines for online assessment.

10.1.2 Inform all assessors, learners, and relevant stakeholders of the online assessment method, its resource requirements, and grading criteria.

10.1.3 Training of all learners and staff on assessment mode and software.

10.1.4 Access to adequate Information Technology hardware and software for learners to sit for an online assessment at the same time.

10.1.5 Learners scheduled for online assessments can access the internet at the same time without interruptions.

10.1.6 A high level of security to ensure the integrity of assessments. This should cover but not limited to controllability, availability, and confidentiality issues.

10.1.7 Availability of technical support for accessibility and emerging issues.

10.1.8 Measures are in place for supporting learners with disabilities.

10.1.9 Contingency Plans – all ETPs, Awarding Bodies, and Assessment Centres are required to put measures in place that guide on what should be done, how, and by whom, in case there is a problem with online assessment. The contingency plan should be communicated to the learners.

10.2 When developing policy and guidelines for online assessment the following should be considered:

10.2.1 The relationship between an online assessment policy and other policies and documents.

10.2.2 Online assessment often makes distinct demands on the quality of the assessment process, e.g. more rigorous procedures in the security of data.

- 10.2.3 ETPs must come up with strategies for improving quality assurance, in areas such as process recording and marking.
- 10.2.4 Identifying procedures that apply to assessment quality assurance.
- 10.2.5 Ensure the use of the four-eyes principle (where marking of assessments is carried out by two assessors).
- 10.2.6 Determining the life span of items in the item bank.
- 10.2.7 Identifying best way of recording workflow associated with online assessment cycle.
- 10.2.8 Develop a records management system for online assessments
- 10.2.9 Roles and responsibilities of personnel involved in online assessment. This includes assessment designers, e-invigilators, e-assessors, and e-moderators.

11. ASSESSMENT FOR RECOGNITION OF PRIOR LEARNING

- 11.1 Recognition of Prior Learning is the process of identifying, assessing, and recognizing what a person already knows (knowledge) and can do (skills), despite the method of acquisition (including formal, informal, and non-formal), without taking them through the formal or additional learning process.
- 11.2 The process for assessment for RPL shall be the same as for other assessments. All principles, conditions, processes, and criteria outlined in this document shall similarly apply to RPL assessments and moderation as for other assessments and moderation. Personnel conducting RPL assessments must be trained.
- 11.3 Like other assessments, the RPL assessment will be subject to:
 - 11.3.1 NCQF principles.
 - 11.3.2 Assessment principles.
 - 11.3.3 Planning and designing of assessments shall be aligned to the requirements of the qualification or part qualification that the learner is seeking credit towards.
- 11.4 Assessment is integral to RPL processes where informal and non-formal learning are recognised. RPL assessment occurs not in isolation but as part of a process which includes:
 - 11.4.1 Candidate support before, during and after assessment.
 - 11.4.2 Preparation for RPL activities.

- 11.4.3 Mediation of knowledge obtained informally or non-formally, and formally.
 - 11.4.4 Assessment of competence; and
 - 11.4.5 Certification.
- 11.5 RPL can be carried out at any NCQF level.

12. DESIGNING ASSESSMENT

- 12.1 ETPs, Awarding Bodies, and Assessment Centres must consider the following when deciding the content of assessment:
- 12.1.1 Scope of assessment - relevant knowledge, skills, and competences and relevant levels of cognitive challenge and complexity.
 - 12.1.2 Purpose of an assessment informs its content. It must be clear whether assessment is used for learning, of learning or as learning.
 - 12.1.3 Quantity (volume of learning) and quality (type of learning) achieved. The goal of assessment is to focus on both how much learning has taken place and what kind of learning has occurred, and the extent to which all this learning is successful.
 - 12.1.4 Assessment should take into consideration prior learning and experience of learners.
 - 12.1.5 Assessment range -the full range of relevant competencies is assessed for a qualification and part-qualification.
 - 12.1.6 Consistency – Involves the achievement of comparable outcomes. Assessment results should be consistent across time, place, and role players.
- 12.2 When designing assessments, assessment designers must:
- 12.2.1 Design assessment tasks to minimise the likelihood of academic misconduct.
 - 12.2.2 Explain the extent to which collaboration is permitted and warn against collusion beyond the set limit for each assessment task.
 - 12.2.3 Clearly state instructions on managing and marking group assessment to assess each group member's contribution.
 - 12.2.4 Do not reuse assessment tasks to avoid creating an unfair advantage for learners who have acquired knowledge of the task from previous assessments.

- 12.2.5 Consider alternative assessment types that measure both technical and soft skills, such as a report, a multimedia presentation, a project, a learning journal, rather than an essay.
- 12.2.6 Assess higher-order thinking skills that require learners to apply and analyse information instead of remembering and understanding the information.
- 12.2.7 Combine different methods of assessment.
- 12.2.8 Where possible, different learners in the same cohort should be given different scenarios or data sets.
- 12.2.9 Design more specific tasks so that the application of knowledge to a specific practical case is possible.
- 12.2.10 Assessment tasks should incorporate an element of personal reflection, experience or opinion where possible.
- 12.2.11 An assessment task should be crafted in such a way that, learners will be able to clearly see; the result they're aiming for, how it relates to the learning outcomes and their profession.
- 12.2.12 Authentic learning opportunities should be imbedded in assessments.

13. ASSESSMENT INSTRUMENTS

- 13.1 Assessment instruments must meet the following criteria:
 - 13.1.1 Clear Instructions and questions/ tasks
 - 13.1.2 Linked to the requirements of qualification (Validity).
 - 13.1.3 Promote consistency (Reliability).
 - 13.1.4 Fair to all candidates.
 - 13.1.5 Internally moderated.
 - 13.1.6 Assessment instruments are externally moderated.

14. ASSESSMENT PROCESS

An assessment process mainly covers three areas: the preparatory phase, the assessment phase, and the post assessment phase.

14.1 Assessment Preparatory Phase

- 14.1.1 Prior to carrying out an assessment, thorough planning should be completed to identify the assessment methods to be used to provide the learner with the best

opportunity to demonstrate their knowledge, skills and behaviours to meet the requirements of the qualification.

14.1.2 The learner engagement is crucial during the planning process so that they are aware of what is required of them and how it matches the requirements of the qualification.

14.1.3 Plans should be documented and agreed upon by both the Assessor and learner and should be reviewed and updated for continual improvement.

14.1.4 When preparing for an assessment activity, the following steps need to be followed:

- a) Ensure the assessment meets the qualification, learning programme and assessment strategy requirements.
- b) Identify the assessment methods to be used to provide the learner with the best opportunity to demonstrate their knowledge, skills and behaviours to meet the requirements of the qualification.
- c) Identify opportunities for gathering evidence.
- d) Select an assessment venue that is easily accessible.
- e) Ensure that the evidence produced will meet the needs of being authentic, valid, reliable, current and sufficient.
- f) Ensure the availability of equipment and materials, which are in good working order.
- g) Ensure security of assessment instruments.
- h) Identify key parties to the assessment.
- i) Make decisions on how and when to consider evidence.
- j) Make decisions on how and when to provide feedback.
- k) Decide on results recording and reporting (who should record, how the assessment should be recorded, and what should be recorded).
- l) Give candidates an opportunity to seek clarity about the assessment process.
- m) Communicate the assessment timetable in a timely manner.
- n) Give candidates sufficient time to prepare for assessment.
- o) Support candidates prior to the assessment taking place.
- p) Clearly explain the appeals procedure to candidates prior to assessment.
- q) Plan for re-assessment.

14.1.5 Assessment Environment

- a) Assessment rooms meet requirements as prescribed by the relevant industry standards.
- b) Pay attention to ventilation, lighting, and the level of outside noise.
- c) The venue must be easily accessible to all learners.
- d) A reliable clock, which is visible to all learners, should be available.
- e) Start and finish times of each assessment should be visibly displayed.
- f) Seating arrangements should meet set standards.

14.2 Assessment Phase

During the assessment phase, invigilators should:

- 14.2.1 Maintain a conducive assessment environment.
- 14.2.2 Allow for independence of work during assessments.
- 14.2.3 Invigilate all assessment activities.
- 14.2.4 Give clear instructions to candidates.
- 14.2.5 Adhere to instructions on the assessment instrument.

14.3 Post Assessment Phase

14.3.1 Assessment Evidence

- a) Assessment evidence must be derived from different forms and sources that will allow as much opportunity as possible to demonstrate competence, while meeting the requirements of the qualification.

14.3.2 Forms of Evidence

- a) Performance Evidence is designed to demonstrate what the learner can do. Products and records of the candidates' work may include the way the candidate carries out certain activities.
- b) Knowledge Evidence is designed to demonstrate what the learner knows and understands. It is integral to complement performance; it indicates depth of performance. It can reinforce assessor confidence in candidates. It can achieve coverage for contingencies and range not covered in performance.

14.4 Sources of Evidence

- 14.4.1 Naturally occurring evidence – from activities done during the process of learning or work. In the occasion that naturally occurring evidence presents itself; it should not be discounted on the basis that it has not been preplanned. It should be used as complementary evidence where appropriate, to evidence the requirements of the qualification, but should not replace well-planned evidence requirements.
- 14.4.2 Prior performance – what the candidate did in the past. Assessors judge the evidence of learners' learners prior learning and experience, and determine to what extent their previous learning is equivalent to the learning outcomes of the qualification
- 14.4.3 Specially elicited – through tasks or activities designed for the purpose of assessment. Evidence is sought and created specifically for the purpose of the assessment, and may include specific assessment tasks, written or oral questions, simulations, and project work.

15. JUDGING EVIDENCE

- 15.1 When judging evidence, the Assessor should ensure it is:
 - 15.1.1 Valid – evidence must be fit for purpose, appropriate and linked to the predetermined standard or learning outcomes.
 - 15.1.2 Authentic – evidence must be traceable to the candidate being assessed.
 - 15.1.3 Sufficient – all criteria and range parameters must be covered, and the candidate can repeat the performance. The evidence must be collected from activities that are like conditions of actual performance, including simulations.
 - 15.1.4 Current – assessment evidence must demonstrate recent/ up to date competences.
- 15.2 Once evidence has been generated, it must be judged against the requirements of the qualification. Assessors must be vigilant for breaches of academic integrity. Similarity checking software should be used to identify plagiarism, and learners' performance should be compared across several tasks.
- 15.3 Points to consider when judging evidence:

- 15.3.1 The assessor should be clear on what the performance criteria require the candidate to do.
- 15.3.2 Follow the systems and procedures laid out in the assessor guide, which provide guidance on the types of evidence required.
- 15.3.3 An assessor should be up to date with BQA, awarding body, professional body, or ETP's requirements for assessment practice.
- 15.3.4 Be aware of where to seek clarity if there are some problems with the assessment.
- 15.3.5 Identify situations that could lead to unreliable judgments and take steps to overcome them.

16. ASSESSMENT DECISIONS

- 16.1 Assessment grading is the process of allotting grades to evaluate individual learners' learning and performance and give feedback.
 - 16.1.1 Assessment activities should be graded, bearing in mind the principles of assessments.
 - 16.1.2 The weighting of assessments for each learning programme should be as guided by Assessment Strategy Document.
 - 16.1.3 Both formative and summative assessments should contribute towards assessment grading.
- 16.2 For outcomes-based and RPL assessments, the judgement/grading of candidates can be:
 - 16.2.1 Not Yet Achieved:
Not Yet Achieved means that the candidate has not been able to achieve the minimum requirements as determined by the qualification, learning programme, and/or assessment strategies.
 - 16.2.2 Achieved:
Achieved means that the candidate has demonstrated mastery of components of the qualification according to the set standard.
- 16.3 Judgement/grading can also be reflected using the following scale:

- 16.3.1 A (5) "excellent" – outstanding and particularly profound achievement of learning outcomes, along with creativity and consummate proficiency in applying skills and knowledge;
- 16.3.2 B (4) – "very good" – very good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a targeted and creative manner. Some details of knowledge and skills may exhibit errors which are neither substantive nor serious.
- 16.3.3 C (3) – "good" – good achievement of learning outcomes, along with proficiency in applying skills and knowledge in a relevant manner. A certain imprecision and uncertainty are apparent in the depth and detail of knowledge and skills.
- 16.3.4 D (2) – "satisfactory" – sufficient achievement of learning outcomes, along with application of knowledge and skills in a typical manner; in atypical situations both, uncertainty as well as lack of knowledge and skills are apparent.
- 16.3.5 E (1) – "poor" – minimum acceptable achievement of the most important learning outcomes along with limited application of knowledge and skills in typical situations; in atypical situations both, considerable uncertainty as well as lack of knowledge and skills are apparent.
- 16.3.6 F (0) – "failed" – achievement in knowledge and skills below the minimum standard.

17. ASSESSMENT FEEDBACK

- 17.1 Assessment feedback is information communicated to a learner to improve their understanding and performance.
- 17.2 Feedback enables learners to recognise strengths as well as areas for improvement. Learners should be provided with feedback that:
- 17.2.1 is timely, specific, and related to the learning and assessment intention.
 - 17.2.2 is constructive and provides meaningful information to learners about their learning in a variety of forms.
 - 17.2.3 focuses on the outcomes of the task and corrects misunderstandings.
 - 17.2.4 identifies and reinforces learners' strengths.
 - 17.2.5 provides information about how learners can improve.
 - 17.2.6 facilitates the development of learners and provides opportunities for self-assessment and reflection during the learning process.

17.2.7 informs future teaching and learning opportunities.

18. RE-ASSESSMENT

The following should be considered when dealing with re-assessment of learning:

- 18.1 ETPs, Awarding Bodies, Assessment Centres, and industry should determine the minimum percentage to allow for re-assessments.
- 18.2 Learners should be allowed re-assessment if they do not achieve percentages as determined by the policy guidelines and/or requirements outlined in assessment strategy documents.
- 18.3 Where a new assignment must be set for re-assessment, the candidate should be informed when feedback on the first assessment is given.
- 18.4 Where possible, re-assessment should take place in the same situation or context and conditions as the previous assessment. The same method and assessment instrument may be used, but the task and materials should be changed.

19. MODERATION OF ASSESSMENTS

It should be noted that moderation of assessments is not a remarking or compliance process but a quality management process that ensures consistency in the implementation of assessment processes and practices.

- 19.1 Purpose of Moderation of Assessments:
 - 19.1.1 Ensures that assessment materials designed are appropriate for qualifications assessed.
 - 19.1.2 Ensures that assessments are properly planned for, conducted, and that the whole assessment process is closely monitored.
 - 19.1.3 External moderation ensures consistency and quality in assessment among various ETPs.
 - 19.1.4 Ensures the use of comparable assessment methods and allows for similar and consistent judgements.
 - 19.1.5 Allows for continuous improvement of the assessment process through evaluation of the assessment activity.

- 19.1.6 Monitors the assessment practice to establish whether necessary regulations and/or processes have been followed.
- 19.1.7 Checks the quality of assessment decisions made by assessors.
- 19.2 All assessments should be internally and externally moderated as prescribed in the moderation strategy document.
- 19.2.1 Internal Moderation: it is a process of ensuring that assessment processes and practices within an ETP are compliant and consistent.
- a) ETPs should organise their own internal moderation exercise to ensure that assessment instruments and their design are consistent with the expectations of the Qualification, Outcomes-Based Assessments, Learning Outcomes, Assessment Strategies and the ETPs guidelines on assessments
 - b) Internal Moderation should also ensure consistency and fairness of judgment of learners' evidence by assessors.
- 19.2.2 External Moderation: should be conducted by an external independent party to ascertain consistency of assessment practices within and between various ETPs offering the same qualifications.
- a) External moderation within an ETP can be done between departments, or by a moderator from other universities or countries.
 - b) Awarding Bodies should moderate the ETPs they award qualifications for to ensure consistency between the ETPs.
 - c) In a case where a qualification is awarded by different Awarding Bodies, or it is offered by different ETPs, the Authority shall take the responsibility to ensure consistency of the awards.
- 19.3 Sampling
- Ideally, all assessment instruments and evidence should be moderated.
- 19.3.1 Sampling, in accordance with approved assessment policies, should be strategic, focusing on moderating all aspects of the population. This can be affected by the number of materials to be moderated, the different departments, learning programmes, assessors, grades or achievements, etc.
- 19.3.2 In any case, the sampling size should not be less than 20% % of the population.
- 19.4 All moderators should be adequately qualified to carry out the moderation exercise.

19.5 Stages of Moderation

Moderation activities are designed to cover the three phases outlined below:

- 19.5.1 Pre-Assessment Moderation: Focuses on the moderation of assessment instruments, assessment resources and facilities, including the environment for assessment.
- 19.5.2 Moderation During Assessment: Focuses on the assessment process and involves a moderator assessing an activity with an assessor and comparing decisions at the end.
- 19.5.3 Post-Assessment Moderation: Focuses on decisions reached by the assessor. It involves a scrutiny of the evidence submitted by the candidate and the decision made by the assessor on that evidence.

19.6 Moderation Report:

After a moderation exercise, a moderation report highlighting the process, findings, challenges and recommendations must be produced. The report acts as a yardstick for the quality of assessments and should be used to inform future development on assessments.

20. APPEALS

All ETPs, Awarding Bodies, and Assessment Centres are required to have an appeals procedure in place. Appeals may be against an assessment decision, assessment environment, unfair assessment, invalid assessments, disrupted assessments, unethical practices, and any other barriers to fair assessment.

21. ASSESSMENT RECORDS

21.1 A system should be put in place by the ETPs, Awarding Bodies, and Assessment Centres for recording evidence, assessment judgments, and decisions. Records keeping system should:

- 21.1.1 Be flexible.
- 21.1.2 Allow for verification of assessment by internal and external moderators.
- 21.1.3 Be integrated with other administrative systems used by the ETPs, Awarding Bodies, Assessment Centres and BQA.
- 21.1.4 Be secure to avoid unauthorised access.

21.1.5 Be compatible with the national learner records database to allow for uploading of learner results.

21.2 Assessment records should be auditable, showing the following:

21.2.1 Name of assessor and/or moderator.

21.2.2 What was assessed.

21.2.3 Date of assessment and/or moderation.

21.2.4 Evidence linked to the candidate.

21.2.5 Signature of candidate, assessor, and third party if used (e.g., moderator/testifier).

22. REVIEW AND EVALUATION CYCLE

These guidelines shall be reviewed in consultation with relevant stakeholders every three (3) years or earlier if deemed necessary.