



**The National Council on Technical and  
Vocational Education and Training**

**ASSESSMENT GUIDELINES**

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## INTRODUCTION

These Assessment Guidelines support the National Qualifications Framework and direct Accredited Organizations and Approved Centres towards a quality approach to assessment.

The Assessment Guidelines are designed to ensure that assessment activities are consistent with the National Qualifications Framework. They also inform the assessment processes to ensure flexibility and fairness and foster valid and reliable outcomes.

They are to be used as a guide by Assessors and Training Organizations to support assessment related activities which are conducted against the competency standards within the National Qualifications Framework.

The Assessment Guidelines comprise four key sections. These are:

- ❖ The Assessment system overview
- ❖ Assessor requirements
- ❖ Steps in the Assessment Process
- ❖ Integrated Assessment

## ASSESSMENT SYSTEM OVERVIEW

### Assessment in the National Qualifications Framework

Competency-based assessment is criterion referenced. This means that the performance of an individual is judged against prescribed standards. In the National Qualifications Framework, these prescribed standards are Competency Standards that are developed and validated by Industry Lead Groups.

Assessment is the process of collecting evidence and making judgements about whether competence has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards.

There are some basic principles governing the assessment of competence in the National Qualifications Framework. These are:

- ✓ the demonstration of competence through performance (performance-based)
- ✓ the assessment of competencies within the context of a particular business/industry
- ✓ the inclusion of the Critical Employability Skills in the assessment process

### Standards as the Benchmarks for Assessment

The Competency Standards are the point of reference for assessment leading to the issuance of a Statement of Competence in the National Vocational Qualification of Jamaica (NVQ-J) or the Caribbean Vocational Qualifications (CVQ).

Assessment should address the interaction of the various components of competence as described by the Competency Standard(s). In particular with respect to:

- ✓ The Range Statement which helps to define the boundaries or contextualize the performance criteria and the element, thereby providing focus for assessment
- ✓ The Underpinning Knowledge and Skill Requirements as defined by the Elements, the Performance Criteria and the Critical Employability Skills.

**The knowledge required in the assessment should not exceed what is required in the competency standards;** this also applies to language, literacy and numeracy requirements.

## The Role of the Accredited Training Organization (ATO)

Assessment for national or regional recognition must also be initiated, co-ordinated and recorded by an Accredited Training Organization (ATO). The ATO is responsible for storing and retrieving the assessment outcomes and coordinating appeals. The ATO is required to ensure that assessment procedures are equitable, transparent and consistent.

Accredited Training Organizations must use qualified, registered Assessors and facilitate the conduct of assessment. A list of these qualified Assessors is available on the National Qualifications Register (NQR).

## Assessment in Partnership Arrangements

An ATO may enter into partnerships with organizations such as training providers and companies for the conduct of assessment within its scope of accreditation. In such arrangements, the ATO has full responsibility for the quality and outcomes of assessment. The ATO involved in the assessment of Competence is required to document procedures and quality assurance mechanisms to support all assessment activities.

## Managing Assessment Outcomes

The ATO is required to keep the assessment evidence for a period not less than twelve months after the assessment has been completed. Detailed records must not be destroyed until it has been confirmed that:

- ✓ A repeat assessment is not required
- ✓ An appeal is not in progress
- ✓ A compliance audit has been conducted

The ATO must keep summary statements regarding assessment for a period of **three years** where the outcomes have been recorded on the National Qualifications Register (NQR).

## The Role of the Approved Centre

The Approved Centre is responsible for submitting candidates to be assessed by the NCTVET. The NCTVET will assign Assessors to conduct external assessments within Approved Centres. The management within these Centres are required to ensure that its internal assessment procedures are equitable, transparent and consistent and that external assessments are facilitated. (For more details, please refer to the Guidelines for Approved Centres.)

## **The Assessor's Role**

The Registered Assessor is required to plan, conduct and review assessment and participate in moderation activities. The Assessor plays a critical role of quality assurance by making judgments on the candidate's competence and carrying out proper recording of assessment outcomes to facilitate certification. The Assessor's role is one that requires a high degree of integrity. Training for Assessors may be accessed through an Accredited Training Organization such as the Vocational Training Development Institute (VTDI).

## **Adjustments to Assessment**

Assessors are permitted to adapt an assessment method or assessment instrument to ensure valid and reliable assessment decisions and to meet the special needs of candidates or to ensure equity for the person being assessed. Adjustments may include extra time allotment for specific disabilities, the provision of special electronic equipment, special assistants or interpreters.

## **Reporting Assessment Outcomes**

The ATO is required to record assessment results on the electronic database within 30 calendar days after the assessment.

## **The Role of the NCTVET**

The NCTVET is the Quality Manager for the National TVET system. Its functions in assessment include to:

- develop, review and publish the assessment guidelines
- generate standardized assessment instruments
- conduct assessment moderation exercises
- co-ordinate and administer assessments within Approved Centres
- manage the assessment and certification records
- review and maintain the assessment system

Together, these functions help to ensure that the system:

- continues to meet the requirements of industry
- promotes confidence in the assessment outcomes on the part of industry, Employers, Enterprises, Unions, Employees, Clients, Assessors and Trainers
- facilitates assessment processes and outcomes which are valid, reliable, fair and flexible.

## **The Assessment Environment**

The National Qualifications Framework recognizes that competencies may be attained in a number of ways, through:

- Formal or informal training and education
- Work experience
- General life experience
- Any combination of the above

For this reason, assessment must provide for the recognition of relevant competencies previously attained.

Assessment may be conducted either in a workplace setting, a simulated environment or through Recognition of Prior Learning. In each situation, the Assessor should ensure that evidence collected covers the range of requirements of the Competency Standard(s) and meets the guidelines for quality evidence collection.

In some cases competence may be inferred from evidence of current or past work experience; in other cases where the competencies are beyond those that can be routinely demonstrated on-the-job, the application of a combination of options may become necessary to facilitate proper assessment.

### **Assessment in the Workplace**

Assessment may be undertaken in the workplace as a part of ongoing or self-paced assessment. Ideally, this assessment in the workplace is preferred as it is most cost effective and represents authentic assessment. Assessors must skilfully plan these assessment activities to minimise disruptions in the workplace. Checks must also be made to ensure that the necessary tools and equipment are available in the workplace to facilitate the development of competence and the conduct of assessment.

### **Assessment in a Simulated Environment**

Simulated environments may be contrived for assessment in cases where:

- Suitable employment is unavailable or conducting assessments may be disruptive to work requirements
- Work situations are not applicable to the competence required or cannot accommodate its demonstration
- Demonstration of competence may require or result in potentially dangerous situations or may place valuable equipment at risk

In order for assessment to be valid and reliable, the simulation must closely represent what actually occurs in the workplace. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be answered in the affirmative:

Are there opportunities to:

- Test the full range of equipment?
- Use up to date equipment and software?
- Reflect time pressures and deadlines?
- Show the complexity of dealing with multiple tasks?
- Involve prioritizing among competing tasks?
- Deal with customers, including difficult ones?
- Work with others in a team?
- Communicate with diverse groups?
- Find, discuss and test solutions to problems?
- Explore health and safety issues?
- Answer practically oriented, applied knowledge questions?
- Show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

### **Evidence Gathering Methods**

In planning and conducting assessments, the techniques and strategies used to gather evidence should:

- cover the Competency Standards being assessed
- address the four dimensions of competence, namely: task skills, task management skills, contingency management skills and job/role environment skills
- be consistent with the Evidence Guide for the relevant competency standards
- be sufficient to facilitate a judgement regarding the candidate's performance

In assessing the competence of an individual, Assessors must use evidence gathering methods that take into account the skills and knowledge that candidate possesses. This may be facilitated through conducting a pre-assessment in which the client is allowed to suggest potential sources of evidence of competence. The onus is on the client to provide sufficient quality evidence, and on the Assessor to request the provision or demonstration of such evidence. The ATO is required to maintain documentation of such evidence.

The candidate's understanding of what should be done, how, when and where it should be done and what to do if the situation changes are all important items of evidence to be collected during the assessment. Such underpinning knowledge evidence may be inferred from performance, formal written or oral questioning or supplementary sources. A balance of performance and knowledge evidence should be collected and used in making judgements on the individual's competence.

In order to recommend recognition of competence, the Assessor must be confident that the evidence presented meets the requirements of the competency standard(s) and provide the appropriate documented evidence.

Forms of evidence may include:

Evidence Form	Evidence Gathering Techniques
Direct	<p>This is evidence that can be observed or witnessed by the Assessor. This may include:</p> <ul style="list-style-type: none"> <li>▪ Observations by Assessors of clients carrying out work activities</li> <li>▪ Oral questioning of clients</li> <li>▪ Demonstration of specific skills needed to complete the task.</li> </ul>
Indirect	<p>This is evidence of client's work that can be reviewed or examined by Assessors. This may include:</p> <ul style="list-style-type: none"> <li>▪ Assessment of technical qualities of finished product</li> <li>▪ Written test of underpinning knowledge</li> <li>▪ Review of previous work performed</li> </ul>
Supplementary	<p>This is additional evidence presented to Assessors to support a client's claim of competence. This may include:</p> <ul style="list-style-type: none"> <li>▪ Testimonials from employers</li> <li>▪ Reports from colleagues, clients, and/or supervisor</li> <li>▪ Work diaries/journals</li> <li>▪ Evidence of training</li> <li>▪ Samples of reports or work documents</li> </ul>

The development of assessment instruments is coordinated by the NCTVET to assist Assessors in gathering evidence for assessing competence.

## INTEGRATED ASSESSMENT

### Why should assessment be integrated?

The execution of work usually requires the application of a number of competencies at the same time. It is therefore more efficient, expedient and reasonable to integrate units first for training delivery and also for assessment purposes. An integrated approach to training delivery makes assessment in an integrated mode more possible.

### How should assessment be integrated?

The planning and administration of an integrated assessment require that the Assessor identify inter-related activities that will provide sufficient evidence collection opportunities to enable a judgement on competence to be made. Below is a sample of competencies that were selected for integrated delivery and assessment.

#### BSB20103 NVQ Level II Business Administration (Secretarial Skills)

Unit Code	Unit Title	Core/Elective	Hours
BSBCOR0091A	Receive visitors	Core	20
BSBCOR0121A	Communicate in the workplace	Core	50
BSBCOR0141A	Use business technology	Core	20
BSBCOR0161A	Handle telephone calls	Core	25
BSBCOR0171A	Deliver quality customer service	Core	35
BSBBAD0412A	Promote products & services	Elective	25

In assessing the competencies in the above sample, the Assessor and the candidate agreed to the following evidence collection methods:

A period of workplace observation while the client interacted with customers and completed workplace documents, An oral questioning/interview and a Supervisor's testimonial

The administration of integrated assessment requires an integrated instrument to document the evidence. This integrated assessment instrument would eliminate the redundancies that would be encountered if the competencies were assessed individually.

It is critical that the integrated assessment instrument developed by the Assessor ensures that:

- full integration of other Competency Standards occurs
- the details of the preparation and specialist Assessor competencies required for the assessment are documented and addressed
- critical employability skills are incorporated
- duplicated tasks are removed.

Clustered assessment packages are provided by the NCTVET for schools and private institutions that have been audited and designated as NCTVET Approved Centres.

## THE REGISTERED ASSESSOR

An assessor may be a/an:

- ✓ Instructor
- ✓ Experienced worker/supervisor
- ✓ Teacher
- ✓ Workplace trainer

To become a registered Assessor, the individual must be competent in the following Competency Standards:

- Plan assessment - CSETDA0014A
- Conduct assessment - CSETDA0044A
- Review assessment - CSETDA0054A

Assessors are encouraged to complete Level 4 Qualification in Training and Assessment. The Individual is also required to:

- hold formal recognition of competence or equivalent qualifications in the relevant units being assessed
- demonstrate proficiency and current knowledge of industry practices, and the job or role against which performance is being assessed
- demonstrate the necessary interpersonal and communication skills required in the assessment process
- be registered on the National Qualifications Register (NQR)

The skills, knowledge and attributes as an Assessor may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment, validation processes;
- recent assessment and/or workplace training activities.

## ASSESSMENT OPTIONS

There is a range of strategies for conducting assessment in a variety of workplace and organizational contexts. These strategies allow for assessments to be conducted by:

1. Single Assessor - A registered Assessor conducts the assessment and makes the assessment decision.
2. Partnership Arrangement – A registered Assessor works with a technical expert to conduct the assessment.

The technical expert is required to:

- be judged competent by his/her peers in industry in the performance being assessed,
  - demonstrate current knowledge of the industry practices and the job or role against which performance is being assessed,
  - demonstrate the necessary interpersonal and communication skills required in the assessment process.
3. Panel Assessment - A team comprised of assessment and industry experts works together in the collection of evidence and makes judgments about competence.

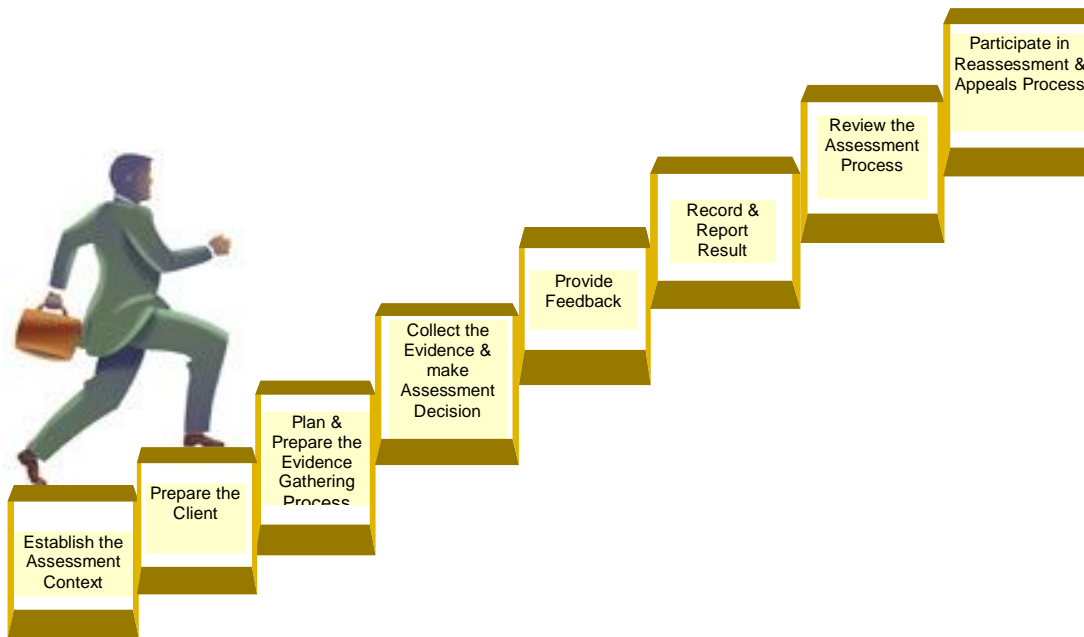
Teams are generally used in the assessment of higher levels of competence or where an integrated approach is used for the assessment of a larger cluster of competencies.

Among the members of the panel the following criteria should be met:

- Formal recognition of competencies and Assessor registration status in the relevant units being assessed
- Proficiency and current knowledge of industry practices, and the job or role against which performance is being assessed
- Evidence of necessary interpersonal and communication skills required in the assessment process.

## STEPS IN THE ASSESSMENT PROCESS

The following diagram identifies the steps for assessing candidates against the Competency Standards. These steps apply to assessments conducted for the purposes of certification. In some instances, steps 1, 2, 3 and 5 will be performed through the collaboration of the NCTVET and Approved Centres / ATOs.



### Planning the Assessment

Step 1 - Establish the assessment context

- 1.1 Establish the context and purpose of the assessment
- 1.2 Identify the relevant competency standards and qualification level
- 1.3 Identify any endorsed assessment instruments that have been developed to facilitate the assessment process
- 1.4 Analyze the competency standards and identify the evidence requirements
- 1.5 Identify potential evidence gathering methods

## Step 2 - Prepare the client/candidate

- 2.1 Explain the context and purpose of the assessment and the assessment process
- 2.2 Explain the Competency Standards to be assessed and the evidence to be collected
- 2.3 Advise on self-assessment including processes and criteria
- 2.4 Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions
- 2.5 Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing persons with special needs
- 2.6 Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- 2.7 Determine if the candidate is ready for assessment and, in consultation with the client, decide on the time and place of the assessment
- 2.8 Develop an assessment plan

## Step 3 - Plan and prepare the evidence gathering process

- 3.1 Establish a plan for gathering sufficient and quality evidence about the client's performance in order to make the assessment decision
- 3.2 Source assessment materials to assist the evidence gathering process
- 3.3 Organize equipment or resources required to support the evidence gathering process
- 3.4 Coordinate and brief other personnel involved in the evidence gathering process

Note: Where the assessment is to be conducted in a firm or location other than the ATO premises, check that:

- Appropriate communication is established between workplace and ATO
- Assessment arrangements are made
- Physical resources are available
- Opportunities for the collection of workplace evidence is available
- Assessment recording and reporting arrangements are made

- Reassessment and appeals process are communicated
- Protocols for ATO staff/Assessor to follow when visiting/contacting workplace are discussed

## **Conducting the Assessment**

### Step 4 - Collect the evidence and make the assessment decision

The Assessor must:

- 4.1 Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- 4.2 Collect appropriate evidence and assess this against the competencies
- 4.3 Evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- 4.4 Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies as required
- 4.5 Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- 4.6 Consult and work with other staff, assessment panel members or technical experts involved in the assessment process where appropriate
- 4.7 Record details of evidence collected
- 4.8 Make a judgement about the client's competency based on the evidence and the relevant unit(s) of Competency

### Step 5 - Provide feedback on the assessment

- 5.1 Offer clear and constructive feedback on the assessment decision
- 5.2 Provide information on ways of overcoming any identified gaps in competency revealed by the assessment
- 5.3 Present the opportunity to discuss the assessment outcome
- 5.4 Supply information on reassessment and the appeals processes

## Step 6 - Record and report the results

The Assessor must:

- 6.1 Record the assessment outcome according to the policies and procedures of the ATO on the assessment
- 6.2 Submit to the ATO complete records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the ATO
- 6.3 Maintain the confidentiality of the assessment outcome

## Reviewing the Assessment

### Step 7 - Review the assessment process

On completion of the assessment process, the Assessor must:

- 7.1 Review the assessment process
- 7.2 Participate in the moderation process if requested by the ATO or NCTVET
- 7.3 Report on the outcomes of the review to the ATO
- 7.4 Make suggestions for continuous improvement to the appropriate authority in the ATO and/or the NCTVET if appropriate

### Step 8 - Participate in the reassessment and appeals process (if required)

The Assessor must:

- 8.1 Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- 8.2 Provide the candidate with information on the reassessment and appeals process
- 8.3 Report any assessment decision that is disputed by the candidate to the appropriate personnel in the ATO
- 8.4 Participate in the reassessment or appeal according to the policies and procedures of the ATO

## CERTIFICATION

### **Submission of Assessment Information and Request for Certificates/Statements of Competence**

To standardize the procedures for the submission of assessment information and requesting certificates ATO/Approved Centres should adhere to the following:

#### **Submission of Assessment Information**

Assessment information should be verified for accuracy and completeness and submitted for placement on the electronic database according to the procedure of the ATO/Approved Centre within 30 calendar days after the assessment.

#### **Request for Certificates/Statements of Competence**

An unofficial Statement of Competence may be issued by the ATO where a candidate has successfully completed portions of the assessment. An official Statement of Competence must be requested from the NCTVET by the ATO/Approved Centre or the candidate.

Once the full requirements for a qualification have been met, the manager of the ATO should request the issuance of a National /Caribbean Vocational Qualification.

The NCTVET will issue a National /Caribbean Vocational Qualification for all competent candidates who have completed the relevant qualifications.

Approved Centre/ATO Manager must submit written request to the Registrar, NCTVET for issuance of certificates. Managers must acknowledge receipt of certificates by signing and returning the appropriate document to the Registrar, NCTVET.

## **GLOSSARY OF TERMS**

### **Accredited Training Organization (ATO)**

A public or private training institution that has met the requirements of the Accreditation Standards and is registered with the National Council on Technical and Vocational Education and Training, to offer training and/or assessment services leading to the issuance of Caribbean and National Vocational Qualifications.

### **Appeal**

This is a formal request for the review of assessment results.

### **Assessment cluster**

A set of inter-related competency units that form part of the requirements for a qualification for which candidates may be examined in one sitting

### **Assessment plan**

This is a plan agreed between the candidate and the assessor showing how, where and when evidence will be generated and collected. The plan may be revised if circumstances change to allow more time to do the assessment or to fit in with a new work schedule.

### **Assessor**

An assessor is a person qualified to carry out assessment to determine a candidate's learning outcomes based on established performance criteria. The assessor is a person with the required knowledge and experience in the area being assessed.

### **Caribbean Vocational Qualifications**

An award that represents the achievement of a set of competencies that define the core work practices of an occupational area consistent with the levels articulated within the regional qualification framework .

### **Certificate**

A certificate is a document that provides proof that an individual has successfully completed all the assessment requirements of a qualification.

### **Competence**

A group of defined characteristics that indicate an individual's acquisition of a set of skills in a given area and a level at which performance is agreed to be acceptable.

## **Competency-based assessment**

The assessment of an individual's performance evaluated against specific learning outcomes or pre-determined standards.

## **Competency Standards**

Nationally agreed industry developed performance outcome statements that describe the minimum skills, knowledge and attributes necessary in the performance of a particular function in the workplace. They consist of elements of competence, performance criteria, a range statement and an evidence guide.

## **Criteria**

A set of established guidelines, rules, characteristics, or conditions which, when used to evaluate an activity, performance or achievement, will determine its value or quality.

## **Dimensions of Competence**

These refer to task skills, task management skills, contingency management skills and job/role environment skills.

## **Evidence**

Documentary data/information that can be validated or authenticated and which provides proof of understanding of content or skill competence in a specific area.

## **Evidence Guide**

This specifies the critical aspects of the evidence and the underpinning knowledge and skills that are to be demonstrated. The Evidence Guide is closely aligned to the Performance Criteria and the Range Statements in the Competency Standards.

## **Formative Assessment**

This assessment provides the feedback that an instructor uses during a learning programme to help the learner reflect on and review his/her progress. The assessment strategy may include continuous formative assessment results as part of the final determination of competence.

## **Moderation**

Moderation (in assessment) is the process of establishing comparability of standards of student performance across different courses, institutions, or organizations, in order to ensure that assessment is valid, reliable and fair.

## **National Council on Technical and Vocational Education and Training (NCTVET)**

The National Council on Technical and Vocational Education and Training (NCTVET) is the authorized body empowered to ensure competence through quality assurance; to improve, integrate and standardize technical and vocational and training through on going monitoring of the training system.

## **National Qualifications Framework (NFQ)**

The seven levels for awarding certification in the TVET system.

## **National Vocational Qualification of Jamaica (NVQ-J)**

The National Vocational Qualification of Jamaica is a certificate of competence awarded to an individual based on the attainment of competencies ascribed to the Level of the skill for which the individual is assessed.

## **National Qualification Register (NQR)**

The National Qualifications Register is the database of electronic resources for the National Qualifications Framework.

## **Quality Assurance**

A systematic process of checking whether a product or service being developed meets specified requirements. Quality assurance procedures ensure that training programmes and assessment processes achieve the desired outcomes.

## **Performance Assessment**

A method used to assess how well a learner/candidate demonstrates knowledge and skills in order to determine the achievement of competencies as defined by the performance criteria within a qualification.

## **Performance Criteria**

Performance Criteria are statements of performance that are used as the basis of assessing an individual's competence in a skill area.

## **Portfolios**

A collection of multiple work samples usually compiled and evaluated over time. The design of a portfolio is dependent upon the evidence requirements of the qualification to be assessed and the established quality requirements of the awarding body.

## **Range Statement**

This is a part of the competency standards that describes the conditions within which competence has to be demonstrated e.g. type of equipment, extent of procedures, the nature of environment.

## **Rating Scales**

Values given to performance or achievement based on assessment activities. Rating scales may be numerical or descriptive/narrative and are based on pre-established and agreed criteria for determining where along a continuum of proficiency an individual who is assessed will fall.

## **Recognition of Prior Learning**

Recognition of prior learning is the acknowledgement and formal recognition of the skills and knowledge attained through work or life experiences and formal or informal training programmes.

## **Reliability**

The degree to which the results of an assessment consistently measure knowledge, attitudes and/or skills attained in a particular assessment are dependable based on repeated assessment. Reliability demonstrates consistency of assessment decisions and scores among Assessors, over time and across different tasks or items that measure the competencies. Reliability may be expressed in terms of the relationship between test items intended to measure the same skill or knowledge (item reliability), the variation in administration of the same test to the same student or students (test/retest reliability), or the degree of agreement between two or more Assessors (Assessor reliability). The absence of reliability in an assessment affects its validity.

## **Sample**

A selection of a specified number of entries called sampling unit (participants, items, etc.) from a larger specified set of possible entities, called the population. A random sample is a selection according to a random process, with the selection of each entity in no way dependent on the selection of other entities.

## **Statement of Competence**

A statement of competence is a record of the units of competency achieved by an individual through assessment within a qualification or range of qualifications.

## **Summative Assessment**

A culminating assessment, which when conducted, gives information on students' competence, attitude and mastery of content. Summative assessment may be a single assessment or a combination of assessment scores/achievements, obtained by various methods, which when combined provides sufficient evidence of the prescribed achievement required for national or regional recognition.

### **Third Party Evidence**

Information provided by person(s) other than those directly involved in the assessment process, which contributes to the collection of evidence of competence and achievement in a specific competence. Third party evidence may include information from employers, supervisors, peers, clients and others relevant to the competency requirements and the context of the assessment.

### **Validity**

Validity is the extent to which an assessment measures that which it purports to determine, established by the degree to which the evidence or outcome of the assessment is in accord with the stated standards.