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GLOSSARY

ACCREDITATION

The process by which an authority gives formal recognition to a body acknowledging that it is competent to carry out specified activities in accordance with appropriate regulations, criteria and guidelines.

ASSESSMENT

The process of placing a value upon or deciding the correctness of an artefact, piece of academic work, performance or procedure. Assessment of prior learning is the measurement of learning that has been acquired outside of formal educational institutions and is uncertificated. It involves making judgements about what learners know; it involves setting criteria to assess learners' performance (knowledge, skills or values) and it involves recording achievements by adding them to the learners' record of learning.

ASSESSMENT CRITERIA

Evidence that the learner has achieved the specific outcomes. The criteria indicate, in broad terms, the observable processes and products of learning which serve as evidence of the learner's achievement.

ASSESSMENT TASKS

A series of tasks which are intended to obtain information about a learner's competence. These tasks may be workplace/coursework/classroom/homework-based or they may be set in an examination paper.



ASSESSOR

Assessor means a person who is registered by the relevant ETQA in accordance with criteria established for this purpose by a SGB to measure the achievement of specified NQF standards or qualifications. The assessor is the person that will conduct the assessment during the RPL process and who will make the judgement whether the learner can receive credits for his/her prior experiential learning.

AWARD

An award is a formal recognition, such as a certificate, diploma or credits for specific outcomes that can be demonstrated.

COMPETENCE

The capacity for continuing performance within specified ranges and contexts resulting from integration of a number of specific outcomes. The recognition of competence in this context is the award of a qualification.

CREDIT

Recognition formally granted towards meeting the requirements of an award course, either on the basis of prior study, or of prior experience, assessed as equivalent in content and level. Credits may be accumulated until conditions have been met for the award of a qualification.

CRITERION REFERENCING The practice of assessing a learner's performance against an agreed set of criteria. In the case of outcomes-based education the learner is assessed against agreed criteria derived from the specific outcomes.

CRITICAL CROSS-FIELD OUTCOMES

Critical cross-field outcomes are generic and inform all teaching and learning. They should be achieved regardless of what is taught. These outcomes are mostly taught indirectly through the learning process.

EDUCATOR

The educator is also referred to as a practitioner. This person must be able to facilitate learning, determine learners' needs, select, organise and design learner activities, conduct assessments, support learners and be a good administrator.

ETQA

An Education and Training Quality Assurance Body means a body accredited in terms of sections 5(1)(a)(ii) of the SAQA Act (No. 58 of 1995) responsible for monitoring and auditing achievements in terms of national standards or qualifications and to which specific functions relating to the registration of national standards or qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.

EVALUATION

Evaluation in education can be generally described as the process and outcome of making judgements about the worth of an education phenomenon. It a process of collecting evidence and using it to judge the degree of goodness or worth of the entity being evaluated for various types of decision-making.



EXPERIENTIAL LEARNING	Learning gained through intentionally and systematically reflecting on experience. The learning may arise in formal or informal setting, or be incidental.
LEARNING SITE	A learning site is any space, indoors or outdoors where learning can take place.
MODERATION	The process of ensuring that educators/markers assess work according to agreed standards, and that there is consistency from year to year within districts, provinces and nationally. At higher levels, consistency or equivalence with international assessment criteria is also sought.
NORM REFERENCING	A learner's performance is compared with that of other learners in a given group.
OUTCOMES	Outcomes are what learners should know and be able to do at the end of a learning experience. The outcome is that segment of a unit standard which is a statement of the required learner capabilities that must be demonstrated. Outcomes are specified by stated performances and assessment and range criteria.
OUTCOMES-BASED EDUCATION (OBE)	A learner-centred, result-oriented approach to education premised on the expectation that all learners can learn and succeed. It implies that learning institutions have the responsibility to optimise the conditions for success.



PROVIDER

Any body or organisation which provides education or training or workplace experience, such as schools, colleges, technikons, universities, workplace training centres, private training providers, employers/workplaces.

QUALITY ASSURANCE

The process of checking that the performance of the whole education and training system including, e.g. the development of practitioners, the quality of the training etc. meets SAQA standards.

**RECOGNITION OF PRIOR
LEARNING**

A process which uses a variety of tools to help learners reflect on, identify, articulate and demonstrate past learning which has been acquired through study, work and other life experiences, and which is not recognised through formal transfer-of-credit mechanisms. RPL allows the evaluation of past learning against established academic standards so that credit can be awarded by a credentialing body.

RELIABILITY

The extent to which a given question, or test or examination will result in a given group of learners obtaining the same results on different occasions, or if marked by different assessors, or by the same assessors on different occasions. The consistency with which an assessment task is undertaken by different assessors, at different times and in different places.



SPECIFIC OUTCOMES

Specific outcomes indicate what competence or ability a learner should demonstrate or show in a particular learning area or field of learning. A learner's skills, knowledge, attitudes or values may demonstrate the achievement of an outcome or a set of outcomes.

SUMMATIVE ASSESSMENT

Used to provide information about a learner's level of competence at the completion of a grade, level or programme.

SYSTEMIC EVALUATION

A process whereby an education system or an aspect thereof, is evaluated. Systemic evaluation targets quality factors and examines the education process holistically.

UNIT STANDARDS

A statement of the outcomes that are to be achieved by an individual in order to obtain credit for the unit. Unit standards are nationally agreed and internationally comparable.

VALIDITY

The extent to which an assessment of learning outcome measures that which it purports to measure.