**KENYA TECHNICAL TRAINERS COLLEGE**

**NAME: CAROLINE WANJA WAHIU**

**ADM: 2022IM147732**

**CLASS: 2022HMFD-JAN**

**COURSE: FASHION & DESIGN**

**DEPARTMENT: INSTITUTIONAL MANAGEMENT**

**UNIT: CURRICULUM BASED ASSESSMENT**

**TASK: INDIVIDUAL CAT**

**LECTURER: J. KIMWOMI**

**QUESTIONS**

1. **With an aid of an example, define an outcome as used in CBA (2MKS)**

- Outcomes are measurable achievements that the learner will be able to understand after the learning is complete, which helps learners understand the importance of the information and what they will gain from their engagement with the learning activity.

EXAMPLE: At the end of the course in the CBC system the learners are expected to be either competent or not competent.

1. **Explain ten characteristics of learning outcome or training outcomes (10 mks**
2. **Are very specific, and use active language** – and verbs in particular – that make expectations clear. This informs students of the standards by which they will be assessed, and ensures that student and instructor goals in the course are aligned. Where possible, avoid terms like understand, demonstrate, or discuss that can be interpreted in many ways.
3. **Time bound**: the learning outcomes should set a deadline by which the knowledge or skills should be acquired.
4. **Are focused on the**[**learner**](https://learnershiptracking.co.za/)**:**rather than explaining what the instructor will do in the course, good learning outcomes describe knowledge or skills that the student will employ, and help the learner understand why that knowledge and those skills are useful and valuable to their personal, professional, and academic future.
5. **Are realistic, not aspirational:**all passing students should be able to demonstrate the knowledge or skill described by the learning outcome at the conclusion of the course. In this way, learning outcomes establish standards for the course.
6. **Focus on the application and integration of acquired knowledge and skills:**good learning outcomes reflect and indicate the ways in which the described knowledge and skills may be used by the learner now and in the future.
7. **Indicate useful modes of assessment**and the specific elements that will be assessed: good learning outcomes prepare students for assessment and help them feel engaged in and empowered by the assessment and evaluation process.
8. **Specific**: they should address what the learner will know or be able to do at the completion of the course.
9. **Measurable**: they must indicate how learning will be assessed.
10. **Achievable**: they should emphasize ways in which the learner is likely to use the knowledge or skills gained.
11. **Realistic**: all learners who complete the activity or course satisfactorily should be able to demonstrate the knowledge or skills addressed in the outcome

### **Using blooms taxonomy, explain the action verbs used in statements of outcome (10mks)**

### **Remember**

Definition: retrieve, recall, or recognize relevant knowledge from long-term memory (e.g., recall dates of important events in U.S. history, remember the components of a bacterial cell). Appropriate learning outcome verbs for this level include: cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and *tell.*

* **Understand**

Definition: demonstrate comprehension through one or more forms of explanation (e.g., classify a mental illness, compare ritual practices in two different religions). Appropriate learning outcome verbs for this level include: abstract, arrange, articulate, associate, categorize, clarify, classify, compare, compute, conclude, contrast, defend, diagram, differentiate, discuss, distinguish, estimate, exemplify, explain, extend, extrapolate, generalize, give examples of, illustrate, infer, interpolate, interpret, match, outline, paraphrase, predict, rearrange, reorder, rephrase, represent, restate, summarize, transform, and translate.

* **Apply**

Definition: use information or a skill in a new situation (e.g., use Newton's second law to solve a problem for which it is appropriate, carry out a multivariate statistical analysis using a data set not previously encountered). Appropriate learning outcome verbs for this level include: apply, calculate, carry out, classify, complete, compute, demonstrate, dramatize, employ, examine, execute, experiment, generalize, illustrate, implement, infer, interpret, manipulate, modify, operate, organize, outline, predict, solve, transfer, translate, and use.

* **Analyze**

Definition: break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose (e.g., analyze the relationship between different flora and fauna in an ecological setting; analyze the relationship between different characters in a play; analyze the relationship between different institutions in a society). Appropriate learning outcome verbs for this level include: analyze, arrange, break down, categorize, classify, compare, connect, contrast, deconstruct, detect, diagram, differentiate, discriminate, distinguish, divide, explain, identify, integrate, inventory, order, organize, relate, separate, and structure.

* ***Evaluate***

Definition: make judgments based on criteria and standards (e.g., detect inconsistencies or fallacies within a process or product, determine whether a scientist's conclusions follow from observed data, judge which of two methods is the way to solve a given problem, determine the quality of a product based on disciplinary criteria). Appropriate learning outcome verbs for this level include: appraise, apprise, argue, assess, compare, conclude, consider, contrast, convince, criticize, critique, decide, determine, discriminate, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, select, standardize, support, test, and validate.

* ***Create***

Definitions: put elements together to form a new coherent or functional whole; reorganizeelements into a new pattern or structure (design a new set for a theater production, write a thesis, develop an alternative hypothesis based on criteria, invent a product, compose a piece of music, write a play). Appropriate learning outcome verbs for this level include: arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, integrate, invent, make, manage, modify, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, and write.

1. **Explain the various approaches of competency assessment (10mks)**
2. **The Self-Assessment**: While not to be used alone, self-assessments are a great method for providing individuals with the opportunity to rate themselves against a competency model that is measurable. Self-assessments allow individuals to reflect on their own strengths and weaknesses while getting a sense of the areas in which they need further development, to match the competency model [1] model needed for that role. It is important to note that self-assessments used on their own cannot provide accurate assessments, they must be used in unison with a manager’s assessment.
3. **Manager Assessments:** A [competency assessment](https://elearningindustry.com/free-ebooks/competency-based-training-for-organizational-excellence-assessing-implementing-guide-part-2) completed by a manager can only be conducted after the manager has had ample time to monitor and assess the individual. Depending on the managers ability, this can be anywhere from 6 to 12 months. A good way to do this is to provide the employee with projects and tasks that test the competencies in the competency model for his or her position. Managerial assessment is typically easier for entry-level positions where competencies are fairly introductory, and more difficult for senior level positions where competencies are more complex. Similar to how individuals bias self-assessments, it is important for managers to be aware of their own biases in order to be as objective as possible.
4. **360-Degree Assessment:**360-degree assessments will yield the most accurate results because they rate the individual as objectively as possible from every conceivable angle. Due to this, 360-degree assessments are one of the most popular and widely accepted methods for measuring competencies. To complete a 360-degree assessment begin by getting the individual to rate themselves against their position’s competency model. After this is completed, seek out others, who directly work with the individual such as his or her supervisor, co-workers, subordinates, and even internal or external customers and suppliers. Once all assessments have been collected, average the scores to find the individual’s competency score.

## **5.State the characteristics of competency-based assessment (10 mks)**

## **Criteria-based:** Competency-based assessment means that assessment results will be based on criteria specified by competency standards.

## **Evidence-based:** Competency-based assessment means that assessment result will be based on evidence that demonstrate competence.

1. **Binary judgement:** A key feature of competency-based assessment is that the outcome is reported as ‘competent’ or ‘not yet competent’. It is a binary judgement, rather than grading on a scale
2. **Competent:** Competent means a candidate is able to perform a task to the standard expected in the workplace.
3. **Not yet competent:** Not yet competent means the candidate is not yet able to perform a task to the standard expected in the workplace.
4. **Participatory process:** Competency-based assessment will require the candidate and assessor to work together. The assessor and candidate can discuss and negotiate the location, timing or type of assessment tasks. The assessor will need to consider the ways in which the candidate can be an active participant, rather than a passive participant. The candidate must be a willing and active contributor to the assessment process. Without their participation there can be no assessment.
5. **Choice of assessment pathway:** The candidate has a choice of difference assessment pathways to demonstrate their competence. The two pathways are:

* Training and assessment pathway
* Assessment-only pathway.

Lecturer: James Kimwomi