

Assessment map – example

Module 1 – Introduction to TVET assessment plan and tools					
Outcomes and Performance Criteria	Assessment method / evidence				
	Online Quiz grade 80% or higher	Discussion forum C/NYC	Demonstration/ video C/NYC	3 rd party observation/ verification C/NYC	Session plan C/NYC
LO1 . Observe professionalism when implementing training programmes					
PC1.1 Identify the basic concepts in professionalism	v				
PC1.2 Explain the meaning of professionalism in TVET		v			
PC1.3 Identify the importance of professionalism in TVET	v	v			
PC1.4 Observe professionalism in dealing with apprentices, mentors, other Master crafts people, management of training centres, community (leaders, parents and general public) and when assessing and maintaining records.			v	v	
LO2. Apply the principles of adult training and learning when planning and implementing training programmes					
PC2.1 Apply adult training and learning principles when training apprentices.	v		v		v
PC2.2 Apply understanding of the characteristics of Adult learners when planning and implementing training	v		v		v
PC2.3 Distinguish between how adults learn and what they remember or can do					v
PC2.4 Consider the principles of adult learning	v				v
PC2.5 Consider the broad adult learning styles when planning for training	v				v
PC2.6 Outline the different roles trainers need to play in the learning process		v			

PC2.7 Consider the challenges of training adults when planning for training	v				v
LO3. Effectively communicate with their apprentices and other stake holders					
PC 3.1.1 Explain the meaning of Instructional Communication		v			
PC 3.1.2 Identify the importance of Instructional Communication	v	v			
PC.3.2 Apply types of instructional communication in work environment			v	v	
PC.3.3 Outline the instructional communication process	v				

Assessments for unit1

Assessment 1 - Online quiz 1 (T/F, MCQ, Drag and drop, fill in the gaps)

Assessment 2 - Discussion forum posts

Assessment 3 - A mini training session plan (15 min duration) that clearly outlines and explains at least 3 characteristics of adult learners, and how they learn, 3 principles and 3 challenges of adult learning, and the different adult learning styles relevant to the training context, they considered when planning the training. (assessment is conducted later when unit 3? is delivered) Notes with any changes they have made or not to their session plan and why based on the feedback received from peers.

Assessment 4 - Demonstration of video recording of 15 min training at the workplace demonstrating observance of professionalism, instructional communication and understanding of the characteristics of adult learners, the application of the principles of adult learning, how adults learn, considered in the session plan.

Additional evidence:

Emails, written instruction worksheets, handouts etc. produced by the learner.

Interview / survey of mentors and Master crafts people on how well professionalism is observed.

In practical observation during practicum.