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THE ROLE OF THE EVIDENCE COLLECTION FACILITATOR IN PRIOR LEARNING ASSESSMENT
Introduction

- The role of the evidence collection facilitator has been a role identified and documented in South Africa since the implementation of outcomes-based assessment as a methodology in South Africa in 1996.

- The reality of introducing a new education system resulted in learners who not only had to adapt to a new way of assessment, but also have to consider how to prepare evidence that is acceptable to an assessor, noting the multiple sources of evidence that can be considered for summative judgement.
“Evidence facilitators will add value to the assessment process by ensuring candidates are ready to present well organised and complete evidence to registered assessors. Their value will be particularly felt when assisting candidates who are competent in their field, but who may be unable to present coherent evidence of that fact for reasons unrelated to their skill area.” (SAQA:2012)
In 2010-2011 Parliament of South Africa embarked on a capacity building initiative for its Public Education and Training and Development Division.

Those identified for the project were all Education, Training and Development Practitioners with previous experience which had not been formally recognised.

A National Diploma: Occupationally Directed Education, Training and Development Practices was the qualification against which they were recognised for their prior learning.

Parliament has recently registered a qualification on Parliamentary Studies with the South African Qualifications Authority for purposes of formalising knowledge and skills around the functions of Parliament and those that engage with it and the idea was that a team needed to deliver this new qualification using the outcomes based education methodology.
Case study

- The following is a summary of the case study that evaluated the process and the roles of those involved in the project.

1. Background to the project
2. Defining the role of the evidence collection facilitator
3. Role in recognition of prior learning
4. Key findings linked to this project
RPL Process

- a recognition of prior learning evaluation of suitability for the process and programme
- design of an assessment instrument to collect evidence against
- a process whereby learners work with an evidence collection facilitator to collect evidence
- a learner support and coaching mechanism
- Designing an evidence collection framework - which included information sharing sessions about the process and requirements and expectations of learners collecting evidence as well the frequency of meetings to discuss evidence.
- Evidence collection path -, which included the logical process of collecting evidence, based specifically on the workplace in question.
- Providing resources for theoretical understanding -, which included providing books, articles and videos to learners to help them grasp the theoretical requirements of each of the exit level outcomes.
- Evaluating evidence and providing recommendations - which included advising learners on appropriate evidence especially as much of the evidence was naturally occurring evidence from the workplace.
The evidence collection facilitator had to create the framework for the collection of workplace based evidence but then also had to manage each learner’s collection process, remedial evidence requirements as well as institutional requirements and work pressures.

**Engagement is less in terms of time with learners** - The time associated with the process is as much as in facilitated interventions if each learner is given the support and guidance that they require.

The actual assessment activities should not only be a “shopping list” of evidence but be written in such a manner that learners are able to understand how the “shopping list” relates to their workplace.
Accountability

- Adult learning requires motivation and holding learners accountable so that learners stay focused and complete requirements without using excuses about work and life as a barrier to completing requirements.

- The Evidence Collection Facilitator’s role in this phase is the most important and regular coaching meetings were held once a month in addition to the other initiatives in which the learners challenges were identified, personal, work or learning and learner initiated solutions identified.
Summary of the role of the evidence collection facilitator

- Designing an evidence collection framework
- Providing resources for theoretical understanding
- Evaluating evidence and providing recommendations
- Identifying gaps and working on solutions with learners
Thank you

- Any questions?
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