



ISSUES AND OPTIONS PAPER

**A context paper used to inform development of a
National Assessment Policy for General Education**

March 2018

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Acronyms

ABEP	Adult Basic Education Program
BGCSE	Botswana General Certificate in Secondary Education
BEAM	Botswana Educational Achievement Monitor
BEC	Botswana Examinations Council
BQA	Botswana Qualifications Authority
BTEP	Botswana Technical Education Program
ETSSP	Education and Training Sector Strategic Plan
EU	European Union
HRDC	Human Resource Development Council
JCE	Junior Certificate Examination
NAPLAN	National Assessment Program Literacy and Numeracy
NCAF	National Curriculum and Assessment Framework
NCC	National Craft Certificate
NCQF	National Credit and Qualifications Framework
NHRDS	National Human Resource Development Strategy
OSEC	Out of School Education for Children
OSET	Out of School Education and Training
PISA	Program for International Student Assessment
PLSE	Primary School-Leaving Examination
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDTP	Skill Development and Training Program
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training

1.0 Introduction

The Botswana Examinations Council (BEC) is the lead agency for the development of the national assessment policy for General Education.

BEC is a statutory parastatal that was established through the Botswana Examinations Council Act No.11 of 2002 with responsibility for conducting and issuing certification for school examinations for the Ministry of Education.

BEC currently operates under a framework of policies and programs that guide general education in Botswana. The primary policy document is the *Revised National Policy on Education of 1994* that spells out the Government's commitment to providing an education system that is based on the principles of access, equity, quality and relevance. In particular, the *Revised National Policy on Education of 1994* identified seven key issues that are fundamental to the development of education in the country. These are:

- Access and equity
- Effective preparation of students for life, citizenship and the world of work
- Development of training responsive and relevant to the needs of economic development
- Improvement and maintenance of quality of the education system
- Enhancement of the performance and status of the teaching profession
- Effective management of the education system
- Cost-effectiveness / cost sharing in the financing of education.

The *Revised National Policy on Education* argues for strengthening the orientation of senior secondary schools to the world of work and as part of this objective calls in the future for continuous assessment to be fully recognised and given some weighting in the certification of school leavers and for teachers to be trained in continuous assessment methodologies. While assessment is not discussed in detail in the *Revised National Policy on Education*, the policy supports both the maintenance of a quality assured national examinations system and the introduction of continuous assessment across all sectors of education and training. The *Revised National Policy on Education* argues that the move to introduce continuous assessment should be supported by a capacity building program for teachers.

More recent developments including the *National Human Resources Development Strategy* [NHRDS], the *National Credit and Qualifications Framework* [NCQF], the *Education and Training Sector Strategic Plan* [ETSSP 2015-2020] and the draft *National Curriculum and Assessment Framework* [NCAF] support and build on the broad direction this policy.

Within this policy and legislative framework a diverse group of Education and Training Providers offer a range of education and training programs in General Education. These include the:

- Integrated Early Childhood Development Curriculum in the Early Childhood Education sector
- three national programs offered in formal education for primary, junior secondary and senior secondary education.
- the Out of School Education for Children [OSEC], the Adult Basic Education Program [ABEP] and the Skills Development and Training Program [SDTP] in the Out of School Education and Training sector.

- entry level skills training based on unit standards, the National Craft Certificate, a trade testing program and the Botswana Technical Education Program [BTEP] in the Technical and Vocational Education and Training [TVET] sector. Although the latter of these programs is currently being redesigned and will fall outside the remit of the proposed assessment policy for General Education

A variety of assessment arrangements are employed across these different programs and sectors. Within the schools system, assessment for certification purposes is based on externally set examinations. In entry level TVET assessment is largely competency based and in early childhood education a profiling system that is based on developmental indicators is used in government and some private centers. Assessment within the Out of School Education and Training sector is underdeveloped. In this sector, assessment practices, where they exist, vary widely across the provider network and include use of the Primary School Leaving Examinations [PSLE] as a pathway for learners wishing to access formal education.

The intent of the proposed national assessment policy for General Education is to bring some cohesion to the field by establishing a policy that reflects the government's intention to adopt outcomes based education, leads to recognition on the *National Credit and Qualifications Framework* and sets the direction for assessment reform within General Education.

1.1 Purpose of the Issues and Options Paper

This *Issues and Options Paper* stems from a series of targeted consultations on assessment practices in General Education which the Project Team, led by Doctor Moreetsi Thobega, Director Research, Botswana Examinations Council, with support from the European Union, undertook during early 2018.

The purpose of these consultations [see Appendix 1 for list of organisations consulted] was to establish the assessment approaches used across General Education, identify the impact of the Government's adoption of outcomes based education and pathways on assessment practices, and gather information to inform the development of this *Issues and Options Paper*.

Through this work a set of nine key issues were identified that will impact on the proposed national assessment policy. These are:

1. Defining assessment in outcomes based education
2. Identifying the types of assessment used in General Education
3. Aligning outcomes and learner assessment
4. Getting the balance right between provider-based assessment and external assessment
5. Assuring quality and consistent assessment outcomes
6. Ensuring the quality and ongoing development of assessor and moderator skills
7. Recognising learners' prior learning
8. Ensuring fair assessment for all learners
9. Clarifying responsibilities for assessment

A matrix indicating in which consultations each of these issues emerged is provided as Appendix 3.

This *Issues and Options Paper* is designed to promote further discussion on these matters and will be used in a further round of consultations to gather stakeholder views on these issues. The information gathered through these consultations will inform the development of the first draft of the proposed national assessment policy for General Education.

1.2 Scope of the Proposed National Assessment Policy

The proposed National Assessment Policy will set out the approach to assessment and assessment quality assurance that must be followed by Education and Training Providers delivering General Education learning programs that are recognised under the National Qualifications Framework. This includes:

- Early Childhood Education programs
- School Education programs from primary through to senior secondary schooling
- Entry level Technical and Vocational Education and Training program up to but not including Diploma level programs
- Out of School Education and Training programs including the Adult Basic Education Programme [ABEP], Out of School Education for Children [OSEC] and the Skill Development and Training Program.

1.3 Structure of the Issues and Options Paper

This paper is structured around the nine key issues identified through the consultations. The following information is provided for each issue:

- A brief outline of the issue
- A set of discussion questions or things to consider in relation to the issue
- A set of options on how the issue might be addressed in the proposed national assessment policy on General Education.

A response form accompanies the *Issues and Options Paper*.

Readers and participants in the consultations are invited to consider the issues raised in the paper and to submit their reactions to the Project Team using the response form [Appendix 2]. Responses to this Issues and Options Paper should be submitted **by close of business on Thursday 29 March 2018** to the following address:

National Assessment Policy Project
Attention:
Dr Moreetsi Thobega
Director
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Botswana Examinations Council
Private Bag 0700
Gaborone
Botswana

Responses may also be sent by email to: MThobega@bec.co.bw

2.0 Key Issues of the National Assessment Policy

2.1 Issue 1 – Defining assessment in outcomes based education

In outcomes based education, the outcomes to be achieved by learners, which may be expressed as learning outcomes in the school education, competencies in technical and vocational education and training, or as developmental stages in early childhood education, provide the focal point of the learning process.

All education and training activities, including learner assessment, must be aligned with the outcomes of the relevant unit standard, module, learning program or qualification. As such, assessment should support learners in their progress towards achieving the outcome [formative assessment] and validate the achievement of the intended outcome at the end of the process [summative assessment]. This means that the assessment process and methods must reflect the kind of outcomes that are to be attained and produce evidence of the learner's progress towards or attainment of the outcome.

In this context, assessment is the process of collecting evidence of learners' work to measure and make judgment about achievement or non-achievement of specified National Credit and Qualifications Framework standards or qualifications¹. Assessment is more than collecting evidence it requires teachers, trainers and assessors to make judgements about learners' progress towards achieving the outcome, what actions need to be taken to support the learner achieve the outcome and whether the learner has attained the outcome to the required standard. As such assessment in an outcomes based system integrates elements of both formative assessment or 'assessment of learning' and summative assessment or 'assessment of learning'.

In making these judgements, assessors use evidence that might be collected by either the teacher / trainer, the assessor or the learner. Evidence is examples or evaluations of the learner's work that demonstrate progress towards or achievement of the outcome. It needs to be recorded so that another assessor or a moderator may verify it. Evidence can take many forms including: written assignments, portfolios, tests, examinations, written reports, models, video recordings of performances, checklists of observed performance, photographs, transcripts of oral explanations, items that have been made, fixed or repaired, audio-visual recordings, responses to questions and third party reports. If the assessor cannot gather this evidence, other people such as the learner or workplace supervisors can report on what they have seen, heard and recorded. It is important to note that these people are 'evidence collectors' not 'assessors'. Assessors use the evidence that they gather themselves, is presented by the learner or is collected by third party evidence collectors to make assessment decisions. Only the appropriately qualified and registered assessor can make assessment decisions.

The evidence used in outcomes based assessment must comply with a set of quality criteria or what are sometimes called the rules of evidence. Evidence that meets these rules is:

- Valid - the evidence directly relates to the outcome being assessed
- Sufficient - there is enough evidence to allow the assessor to make a valid judgement
- Authentic - the evidence is the learner's own work

¹ Botswana Qualifications Authority (Registration and Accreditation Of Assessors and Moderators) Regulations, 2016.

- Current - the evidence shows that the learner currently has the knowledge, skills and capabilities required to meet the outcome.

If evidence complies with these rules it is suitable for use in assessment activities. Evidence that does not meet these rules is of little value for assessment purposes.

When planning and conducting assessment, assessors must also ensure that all stages of the assessment process comply with the principles of assessment. These require all aspects of assessment activity to contribute to the implementation of assessment processes that are:

- Valid - an assessment is valid when it assesses the outcome it claims to assess.
- Reliable - an assessment is reliable when assessment results are consistent from one learner to the next, from one assessor to the next, and from one occasion to the next.
- Fair - an assessment is fair when it is designed and implemented in a way that it does not limit or stop a learner from completing it simply due to personal factors such as age, gender, disadvantage or disability.
- Flexible - an assessment is flexible when it can be applied in different contexts and still address the relevant outcome and meet the needs of individual learners.

It is envisaged that all Education and Training Providers will establish and maintain documented assessment programs that produce assessment outcomes that comply with these principles. An assessment program is a controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many teachers, trainer or assessors, in many situations are consistent, fair, valid and reliable. The assessment program may include: documented assessment processes and tools, grievances and appeals processes, a quality assurance mechanism such as a moderation process, reporting/recording arrangements, administrative procedures, and statements of roles and responsibilities.

2.1.1 Things to consider

- Is the approach to assessment outlined above suited to General Education and consistent with your understanding of outcomes based education?
- Should the proposed national assessment policy be based on this definition of assessment?
- Should the rules of evidence and the principles of assessment be incorporated in the proposed assessment policy?
- Should the requirement for Education and Training Providers to establish and maintain a documented assessment program be incorporated in the proposed assessment policy?

2.1.2 Option

1. The assessment policy for General Education [1] define assessment as the process of collecting evidence of learners' work to measure and make judgment about achievement or non-achievement of specified National Credits and Qualifications Framework standards or qualifications, [2] incorporate the rules of evidence and principles of assessment, and [3] include the requirement for organisations involved in conducting assessment to establish and maintain a documented assessment program.

2.2 Issue 2 – Identifying the types of assessment in General Education

In most education and training systems it is possible to identify three main types of assessment activities. These are:

- Provider-based assessments that are designed by teachers / trainers and assessors to provide immediate information on learner performance and progress.
- Examinations and other forms of external assessment that are set and quality assured by external agencies and are used for making decisions about learner achievement for progression, certification, licensing or selection purposes; and
- Large-scale assessment surveys that are quality assured and set by national and international agencies for monitoring and providing information on overall system performance in key areas such as literacy and numeracy.

Provider-based assessments are often referred to as continuous assessments. These are assessment activities that are designed and implemented by teachers / trainers and assessors in the course of daily teaching / training activity. Teachers / trainers and assessors use these assessments, which are often not quality assured, to collect evidence and make judgements about learner progress or achievement. The types of assessment activities include practical tasks, questioning, third party reports, assignments, learner presentations and quizzes. These assessments provide teachers / trainers and assessors with a variety of evidence that they can use in making judgments about learner performance, providing feedback to learners and planning the next stage of learning.

Examinations, which include formal written examinations and prescribed assessment activities, provide information for high-stakes decision making about individual learners. For example, examination results are often used to determine graduation from senior secondary school, the award of industrial or occupational licenses or admission to university. Whether externally administered or provider-based, examinations, which are usually quality assured and standardised, are designed to ensure that all learners are given an equal chance to show what they know and can do in relation to the official curriculum or standards. The BCGSE examination at the end of senior secondary schooling is a good example. The high-stakes nature of most examinations means they can influence both what is taught and how provider-based assessments are conducted. This may result in teachers 'teaching to the test' or Education and Training Providers over using testing as a form of assessment.

Large-scale assessment surveys are designed to provide information on system performance and to inform policy and practice in education and training. Examples include international assessments of student achievement such as TIMSS and PISA, regional assessments such as SACMEQ, national assessments such as NAPLAN in Australia, and subnational assessments like the state based tests in the USA². Currently the examinations administered by the Botswana Examinations Council are used as a proxy measure of system level performance. This will change in the near future with the introduction of the Botswana Educational Achievement Monitor [BEAM], which will provide data on system performance that takes into account contextual factors that impact on teaching, learning and student attainment.

² TIMSS – Trends in International Mathematics and Science Study; PISA – Program for International Student Assessment; SACMEQ – Southern and Eastern Africa Consortium for Monitoring Educational Quality; NAPLAN - National Assessment Program – Literacy and Numeracy.

A key distinction between these three different types of assessment is that provider based assessment is largely focused on assessment for learning and is essentially formative in nature, while examinations and large scale assessment surveys are about assessment of learning and are usually summative in nature.

2.2.1 Things to consider

- Are these three types of assessment used in the subsector of education and training in which you are involved?
- Which of these three types of assessment is most common in the subsector of education and training in which you are involved?
- Should each of these types of assessment be addressed in the proposed assessment policy for General Education?

2.2.2 Options

1. The assessment policy for General Education address the three types of assessment – provider-based assessment, examinations and large scale assessment surveys.
or
2. The assessment policy for General Education Assessment policy focus on provider-based assessments and examinations as these are directly related to the attainment of formal recognition under the National Credit and Qualifications Framework.

2.3 Issue 3 - Getting the balance right between provider-based assessment and external assessment

Examinations are a major element of assessment in General Education, particularly in the school sector. Learners in schools undertake the Standards 4 attainment test and three end-of-phase examinations, the Primary School Leaving Examination [PSLE], the Junior Certificate Examination [JCE] and the Botswana General Certificate in Secondary Education [BGCSE]. In each case, the issue of the award is entirely based on examination results. There appears to be an over reliance on examinations in the assessment arrangements in the schools sector and consistent with the *Revised National Policy on Education* consideration should be given in the assessment policy to having the outcomes of provider based assessments contribute to the final assessment for these awards.

Perhaps more importantly, the preference given to examinations appears to have had a significant backwash effect on provider based assessment in the schools sector, which is largely comprised of teacher developed tests that emulate the examinations set by BEC. Provider based assessment across the schools sector appears to be poorly developed. It is largely reliant on a single source of evidence, namely tests, is not quality assured, is dominated by a 'drill and practice' culture and does not address generic skills. Learners in all levels of schooling appear to spend a disproportionate amount of time undertaking tests. This time may better be spent on learning activities or assessment activities that generate a more diverse range of assessment evidence, particularly evidence focused on outcomes that are not readily measured by examinations such as generic skills in creativity, communication, collaboration, innovation, problem solving and conflict resolution – the so called 21st Century skills.

Given this situation, the over-reliance on examinations cannot simply be addressed by allowing school based assessments to be counted towards final assessment results. This may produce a situation where quality-assured, independently set and marked examinations are simply replaced by non-quality assured, teacher developed tests. This may do little to improve the quality of either teaching or assessment and may in fact contribute to a further decline in educational standards. What is needed is a new approach to school based assessment where assessment is based on outcomes, school assessments are quality assured and teachers use a variety of quality evidence to make assessment decisions. This approach to school based assessment is highlighted in the current draft of the National Curriculum and Assessment Framework.

While assessment in the school sector largely comprises external examinations and teacher developed tests, this is not the case in other sectors of General Education, such as TVET and Early Childhood Education. In these sectors, assessment is largely provider based and involves consideration of a range of forms of evidence and evidence gathering techniques. This is not to argue that the assessment arrangements in these sectors do not need reform but rather to highlight the diverse approach to assessment in General Education.

In rethinking the balance between examinations and provider-based assessment consideration needs to be given to the inherent strengths and weakness in these different forms of assessment. The key advantage of examinations is their high reliability. The use of examinations and other forms of external assessment helps to ensure that all learners are assessed on the same tasks, under the same conditions and against the same standards. In addition, examinations are usually conducted in supervised conditions, which ensure that the learner did the work being assessed – in other words they comply with the principle of authenticity. However, external assessment may be seen as having less validity than provider-based assessment. External assessment tends to involve written tests that are completed under supervised conditions. This means that only a limited range of learning outcomes may be assessed. For example, examinations may not be an appropriate way of assessing generic skills such as oral communication, conflict resolution and collaboration, technical techniques such as laboratory practices or practical skills that involve making, repairing or servicing products.

By contrast, provider-based assessment is generally set and conducted by the Education and Training Provider and has the potential to elicit many different forms of evidence such as practical activities, questioning, assignments, quizzes, project work and portfolios. Well-planned and quality assured provider-based assessment is generally seen to have higher validity than external assessment. Due to its continuous nature, provider-based assessment enables assessment evidence to be collected over time through evidence gathering activities such as projects and practical assignments. This cannot be done in conventional examinations. However, provider-based assessments can be unreliable. For example, test items, assessment tasks and grading schemes may vary and be interpreted differently by different teachers / trainers and assessors and providers. This means that the results of provider based assessment often lack consistency and cannot be accurately compared across providers. Some of the strategies that have been used to improve the reliability of provider-based assessments include scoring guides, panel assessments, setting of common assessment tasks, internal and external moderation, and professional development for teachers and trainers.

This suggests that a mix of provider based and external assessment is required to maximise both validity and reliability. Outcomes that can be assessed in external examinations should be addressed in this way, whereas outcomes that are performance based, focus on generic skills or involve collection of evidence over time may be more suited to provider-based assessment. The challenge is to get the balance right between these forms of evidence gathering and to establish the relative weighting of each in determining final assessments.

It is unlikely that a 'one size fits all solution' may be applied to this situation and the assessment policy for General Education should:

- make provision for examination results and the outcomes of quality assured provider based assessment to be counted towards final or end of phase assessments
- recognise the need to get the balance right between provider-based assessment and external assessment
- acknowledge that external assessment may not be required at all in some sectors such as Early Childhood
- provide for the mix and relative weighting of provider based assessment and examinations to be determined on a sector-by-sector basis.

As well as the need to get the balance right between examinations and provider based assessments it is important to acknowledge that there are some circumstances in which the use of examinations and other forms of quality assured external assessment is non negotiable. At present there appears to be no criteria for determining when and when it is not essential to use external assessment in General Education. As such, it is envisaged that the assessment policy will establish a set of criteria for identifying the situations in which examinations or some other form of quality assured external assessment should be used. The criteria may include:

- High stakes assessment situations in which assessment must be quality assured and have high levels of validity and reliability. This may include situations where assessment results in General Education contribute to the completion of a nationally recognised qualification, entry to higher education, or entry to particular fields of employment such as government service.
- Situations where learners are engaged in learning programs that have a direct impact on public safety, such as entry level TVET courses involving work skills related to essential services such as electricity, water supply, sanitation and health services.
- Complex assessments where it is more cost effective to have assessment items centrally and professionally developed.
- Situations in which the Education and Training Providers that are accredited to deliver the learning program cannot generate quality assured assessment outcomes.
- Situations in which government mandates external assessment or significant stakeholders such as industry associations, professional bodies or universities require external assessment of particular outcomes.

Assuming that external assessment will continue to be a significant element of assessment in General Education, the assessment policy should also address potential reforms to the approaches to examinations which are directed at improving the alignment between examinations and approaches to provider based assessment that are based on 'assessment for learning' principles. These principles require learners to be aware of learning intentions and success criteria, be provided with feedback, have opportunities to engage in self and peer assessment, are presented with authentic assessment tasks and are encouraged to think through effective use of teacher questioning. Some measures that might help align examinations with these principles include:

- Assessment items based on authentic or real world real-world tasks, case studies and situations.
- Examinations that better reflect the workplace. For example, examinations that are not based solely on memory but involve the use of data and information sources to solve

workplace problems. Learners undertaking assessments could, for example, be able to consult reference materials, use online information, use particular software packages to complete assessment tasks ie: spreadsheets, simulation or computer aided drafting packages, and use word-processing or other software packages to prepare answers during examinations. In effect, using examinations that replicate how individuals address problems in real life technical, professional and academic contexts.

- Publication of detailed examination reports that provide teachers/trainers and assessors as well as students and members of the public with feedback on the responses that were expected for each item in external examinations. This would help learners develop an understanding of success criteria – a key principle of assessment for learning.
- Publication of model assessment items with clear indications of the criteria for success so that teachers, trainers and learners can build an understanding of what constitutes successful performance on different types of assessment items
- Transparency about the limitations that apply to the use of examination results. For example, advising users not to view grades as absolute or as indicators of candidates' general ability or future performance, such as 'Patricia is an A student her friend is only a C – they shouldn't work in the same group it will only drag her down' or generalising from a few subjects about general academic ability, such as 'Peter is a D student in Setswana and Mathematics he shouldn't do BCGSE he should do a course at one of the Brigades'.

2.3.1 Things to consider

- What is the correct balance between provider based assessment and examinations in your sub sector of General Education?
- How are provider-based assessments quality assured in your Education and Training Provider and / or sub sector of General Education?
- If provider based assessments are to be included in final assessment results how should these assessments be quality assured?
- What criteria should be used to determine whether examinations or some other form of external assessment is required in a learning program or qualification?
- How might examinations be better aligned with the principles of 'assessment for learning'?

2.3.2 Options

1. The assessment policy requires a component of external assessment in all qualifications in General Education that fall under the remit of the Botswana Examinations Council.
or
2. The assessment policy provide for the sectors in General Education to establish in collaboration with the Botswana Examinations Council the mix and weighting of quality assured provider based assessment and examinations or other forms of external assessment in all qualifications in their respective sectors.

2.4 Issue 4 - Aligning outcomes and learner assessment

In outcomes based education systems, the knowledge and skills learners are expected to attain are set, clearly defined and increasingly are aligned with the relevant national qualifications

framework. As noted earlier in this paper, the outcomes may be expressed in different forms - learning outcomes, competencies or developmental levels - depending on the sector of General Education.

Regardless of the sector, assessment must be aligned with the outcomes and provide the basis on which teachers, trainers and assessors make judgements about learner achievement or non-achievement of the outcome as aligned with the National Credit and Qualifications Framework. If the assessments do not align with the outcomes or use evidence collection methods that are inconsistent with the outcome being assessed, then the results will have little value in judging how well students are learning, in diagnosing provider and learner needs, in making final assessment decisions and in allocating credit on the National Credit and Qualifications Framework.

The proposed national assessment policy needs to give consideration to how assessments are aligned with the outcomes, the level of advice and guidance that needs to be provided to assessors on appropriate assessment methods, and how information on the way in which outcomes are assessed is communicated to teachers, trainers, assessors and learners.

In the case of provider-based assessment, information must be provided on the outcomes that will be assessed, the evidence that needs to be collected, the evidence collection methods that are most appropriate, and the decision making rules that will be applied in making judgements about achievement or non-achievement of the outcome. This information should be easily accessible to all persons associated with the assessment process including managers, assessors, teachers, trainers, learners and their families and carers.

In examinations, which often involve high stakes assessment, learners, examiners, teachers and trainers must be provided with clear information on the outcomes to be addressed, the form of external assessment ie: examination or controlled assessment activity, and the conditions under which the examination will be conducted. Given the nature of external assessment, it is envisaged the policy will require the Botswana Examinations Council to set, publish, make publicly available and regularly update specifications for all examinations and other forms of external assessment under its remit.

2.4.1 Things to consider

- What are the most effective ways of aligning outcomes and learner assessment?
- What type and level of advice and guidance do teachers, trainers and assessors require to validly and reliably plan and conduct provider-based assessments?
- What information should be provided in the specifications for examinations and other forms of external assessment?

2.4.2 Options

1. The assessment policy require the Botswana Examinations Council to work in collaboration with the sectors to establish assessment specifications for provider based assessment and where required examinations which set out how and under what conditions the outcomes in all General Education learning programs and qualifications on the National Credit and Qualifications Framework will be assessed.

or

2. The assessment policy require the Botswana Examinations Council to work in collaboration with the sectors to set a unified curriculum and assessment guide, which

includes the curriculum outcomes as well as the specifications for provider based assessment and examinations or other forms of external assessment for all General Education learning programs and qualifications on the National Credit and Qualifications Framework.

2.5 Issue 5 - Assuring quality and consistent assessment outcomes

A key objective of the proposed national assessment policy for General Education is to ensure that all assessment activities produce high quality and consistent outcomes. This does not necessarily mean that assessment processes must be standardised but rather that policies and procedures are in place to ensure that assessment decisions made in relation to many learners, by many teachers, trainers and assessors, in many situations are consistent, fair, valid and reliable.

Assessment quality is a concern for all types of assessment activity, namely provider-based assessment, examinations, and large-scale assessment surveys. Assessment quality is concerned with matters such as:

- the design and implementation of assessment activities, examination questions or survey items
- the judgements made on the basis of learner responses to assessment activities, questions, or survey items
- how the results of classroom assessment, examination or large-scale assessment surveys are reported and used.

Assessment quality is critical. Assessments that are not sound in terms of design, implementation, interpretation or reporting, may lead to poor decision-making about learner achievement and system quality.

In most national qualifications systems, assessment quality in relation to provider-based assessment is achieved through two processes, Internal Quality Assurance and External Quality Assurance. Internal Quality Assurance aims to ensure that assessors make valid and reliable assessment decisions. External Quality Assurance is carried out through an external agency, such as the relevant Qualifications Authority or an Awarding Body, to support and help providers maintain robust internal quality assurance systems and processes.

Internal Quality assurance should be an integral component of the assessment arrangements of all Education and Training Providers. It provides reassurance to learners and others, including families, carers, employers and government that the outcomes or standards against which learners are being assessed are being adhered to. It also gives the Botswana Qualifications Authority and relevant Awarding Body confidence that the standards are being applied.

The Botswana Qualifications Authority has established a set of criteria and guidelines for the accreditation of learning programs, which amongst other things, sets out the internal quality assurance measures that Education and Training Providers and Awarding Bodies must have in place to ensure the quality of assessments. These measures, which are detailed in Criteria Three, include: a documented assessment strategy, alignment of assessments with the relevant learning outcomes, compliance with the principles of assessment, moderation of assessments, and the use of BQA registered assessor and moderators.

It is envisaged that the proposed assessment policy for General Education will be based on the BQA's assessment quality assurance requirements. However in providing guidance in this area the policy will need to take into account: [1] the existing quality assurance practices in the sector,

[2] the capacity of Education and Training Providers to implement and manage an Internal Quality Assurance process on an ongoing basis, [3] management of the external quality assurance function, and [4] the practicality, cost and sustainability of both internal and external assessment quality assurance.

The key issue confronting Education and Training Providers in the General Education sector is how to establish, operate and maintain an internal quality assurance process that meets the BQA requirements and is fit for purpose.

2.5.1 Things to consider

- What assessment quality assurance measures are currently in place in your Education and Training Provider and / or sub sector of General Education?
- How effectively are these measures implemented?
- What do you think would be a practical, cost effective and sustainable set of assessment quality assurance measures for your Education and Training Provider and / or sub sector of General Education?
- What form would moderation take in your Education and Training Provider and / or sub sector of General Education?
- What capacity building would be required in your Education and Training Provider and / or sub sector of General Education to implement these assessment quality assurance measures?
- Which agency should be responsible for External Quality Assurance? What form should this take?

2.5.2 Options

1. The assessment policy for General Education adopt the BQA requirements for assessment quality assurance of provider based assessments and that compliance with these requirements be monitored by the Botswana Examinations Council as the Awarding Body for General Education.
or
2. The assessment policy for General Education outline a fit for purpose approach to assessment quality assurance of provider based assessments that is consistent with BQA requirements and that compliance with these requirements be monitored by the Botswana Examinations Council as the Awarding Body for General Education.

2.6 Issue 6 - Ensuring the quality and ongoing development of assessor and moderator skills

The use of skilled assessors and moderators is a key element of the quality assurance arrangements that underpin the National Credit and Qualifications Framework. As part of these arrangements all assessors and moderators in General Education are required to be registered with the BQA by the end of 2023. Individuals seeking registration are required to apply to the

³ Botswana Qualifications Authority [Accreditation of Learning Programmes] [Amendment] Regulations 2017

Authority for registration. Registration is for a period not exceeding five years. Assessors and moderators who wish to remain registered and accredited may apply for renewal of registration and accreditation.

This is a common quality assurance requirement in national qualification frameworks. In many international systems, initial registration and re-registration is based on the assessor or moderator providing evidence of possessing assessment and moderation capabilities as well as formal qualifications in the academic, professional or technical field in which the assessor or moderator will be operating. It is not uncommon for the assessment and moderation capabilities required by assessors and moderators to be prescribed in a nationally recognised set of standards or short course that must be completed prior to initial registration. It is also common practice for assessors and moderators to provide evidence of participation in ongoing professional development related to assessment or moderation and their academic, professional or technical field in order to gain re-registration.

The consultations undertaken with Education and Training Providers, which informed the preparation of this paper, highlighted the lack of professional development training for teachers and trainers in General Education in relation to assessment and moderation. Virtually all of the teachers and school leaders involved in the consultations noted that teacher and trainer pre-service education does not adequately address assessment and moderation, there are very limited opportunities for teachers and trainers to access in service education on assessment and moderation, teachers and trainers learn their assessment and moderation skills on the job, and the major source of professional training on assessment, particularly in the schools sector, is the examiner training provided by the Botswana Examinations Council.

One way of responding to this situation might be to strengthen the requirements for assessor and moderation registration / re-registration in General Education. This could be achieved by requiring all assessors and moderators to complete a mandatory sector-specific short course or meet a set of standards on assessment and moderation prior to initial registration with the BQA and requiring assessors and moderators to show evidence of engaging in professional development in order to gain re-registration.

2.6.1 Things to consider

- Should all assessors and moderators in General Education be registered with the BQA?
- Does BQA registration adequately address the capabilities that assessor and moderators working in General Education require?
- Should assessor and moderators in General Education be required to undertake sector specific professional development on assessment and moderation prior to seeking registration with BQA?
- Should registration of assessors and moderators in General Education be delegated to the Botswana Examinations Council as the Awarding Body for General Education?
- Is there need for ongoing professional development for teachers and trainers in General Education on assessment and moderation?
- Should participation in professional development on assessment and moderation be a requirement for re-registration as an assessor or moderator in General Education?

2.6.2 Options

1. The assessment policy for General Education adopt BQA policy and procedures for the registration of assessors and moderators.
or
2. The assessment policy for General Education adopt BQA policy and procedures for the registration of assessors and moderators but require all assessor and moderators in General Education to undertake sector specific professional development on assessment and moderation prior to seeking initial registration with BQA.
or
3. The assessment policy for General Education adopt BQA policy and procedures on the registration of assessors and moderators but also require [1] all assessors and moderators to undertake sector specific professional development on assessment and moderation prior to seeking initial registration with BQA and [2] all assessors and moderators to provide evidence of participation in ongoing professional development in assessment and /or moderation in order to gain re-registration with the BQA.
or
4. The BQA delegate responsibility for assessor and moderator registration in General Education to the Botswana Examinations Council and that the Council adopt BQA policy and procedures on the registration of assessors and moderators but also require [1] all assessors and moderators to undertake sector specific professional development on assessment and moderation prior to seeking initial registration with BQA and [2] all assessors and moderators to provide evidence of participation in ongoing professional development in assessment and /or moderation in order to gain re-registration.

2.7 Issue 7 - Recognising learners' prior learning

Recognition of Prior Learning is an assessment process that enables people to gain formal recognition for existing skills, knowledge and experience gained through formal, informal and non formal learning, without having to attend training or do further study.

It is envisaged that the assessment policy for General Education will provide for recognition of prior learning. However it is recognised that it is likely to be more relevant for some subsectors of General Education, such as TVET, Out of School Education and Training and the TVET pathways within Senior Secondary Schools and less relevant for others, such as Schools and Early Childhood Education.

Nevertheless creating provision for Recognition of Prior Learning provides an important pathway for people to gain access to nationally recognised qualifications. It is understood that the BQA is currently developing an RPL policy and it is envisaged that the assessment policy for General Education will mirror any arrangements established for RPL.

RPL will involve Education and Training Providers in assessing the evidence that RPL applicants provide to determine the extent to which the individual's previous learning is equivalent to the learning outcomes of the components of the destination qualification. To ensure consistency, fairness and transparency, issuing organisations should establish a systematic, organisation-wide approach to RPL including policies and procedures that govern implementation.

The typical RPL process for Education and Training Providers consists of the following stages:

- identifying the evidence required

- providing advice to learners about the process
- providing learners with sufficient information to enable them to prepare their evidence to meet the standard required for the RPL assessment process
- assessing using appropriate evidence-gathering methods and tools
- recording the outcome, and
- reporting to key internal and external stakeholders.

Under the proposed assessment policy it is envisaged that all Education and Training Providers in the General Education sector that provide RPL will ensure that:

- RPL policy and procedures are in place
- RPL assessments are undertaken by assessors who meet BQA requirements and as such have expertise in the subject, content or skills area as well as knowledge of and expertise in RPL assessment
- RPL assessments are the same standard as other assessment for the relevant qualification, module or unit standard
- RPL assessments recognise learning regardless of how, when and where it was acquired, provided the learning is relevant to the learning outcomes in the qualification, module or unit standard.
- evidence of prior learning provided by RPL applicants is consistent with the rules of evidence, namely that evidence is valid, authentic, current and sufficient
- the RPL process complies with the principle of assessment and as such provides for fair, flexible, reliable and valid assessment.

2.7.1 Things to consider

- Should provision for RPL be included in the assessment policy for General Education?
- Is RPL relevant to all sub sectors of General Education?
- Should all Education and Training Providers be required to make provision for RPL?

2.7.2 Options

1. The assessment policy for General Education address recognition of prior learning.
or
2. The assessment policy for General Education only address recognition of prior learning in relation to the sub sectors in which it is most likely to apply, namely: entry level TVET, Out of School Education and Training, and Senior Secondary School.
or
3. The assessment policy for General Education not address RPL as it is not a sector wide concern.

2.8 Issue 8 - Ensuring fair assessment for all learners

The outcomes of General Education are fixed but how they are achieved does not need to be. The principles of fairness and flexibility, which should underpin all assessment in General Education, should enable Education and Training Providers to adjust standard assessment practices to ensure that assessment is inclusive and that all learners, including those with disabilities and those who have experienced disadvantage, are able to demonstrate the skills and knowledge required to meet specified outcomes and gain national recognition.

The definition of disability in the proposed assessment policy will be intentionally broad. It will include: physical disabilities, intellectual disabilities, psychiatric disabilities, sensory disabilities, neurological disabilities, learning disabilities, physical disfigurement, and the presence in the body of disease-causing organisms. Similarly, the definition of disadvantage in the policy will be broad and include all learners whose family, social, or economic circumstances hinder their ability to learn in either a formal, informal or non formal learning environment. Disadvantage may include matters related to gender, ethnicity, socio-economic status, AIDS / HIV status, poverty, lack of adequate family support or discrimination.

It is envisaged that learners applying for assessment with one or more of these characteristics could apply for reasonable adjustment to assessment practices. This may involve:

- varying procedures for conducting assessment for example allowing extra time for the completion of practical tasks and assignments
- changing the method of assessment for example provide give assignments in the place of an examination
- changing the assessment venue to ensure that individuals have access to specialised facilities and / or adaptive technologies
- providing assessment materials in alternate formats such as braille or large format
- providing assistive technology, readers, scribes and other forms of support in examinations
- using trained support staff including specialist teachers, note-takers and interpreters to support the learner in the assessment process
- applying flexible scheduling for assessments.

By applying reasonable adjustments, such as those listed above, it is usually possible for learners with disability or from disadvantaged circumstances to undertake the same assessment tasks as other learners. However in some cases, it may be appropriate to offer alternative assessment methods to prevent learners from being substantially disadvantaged and to ensure that the integrity of the learning outcomes is maintained.

Reasonable adjustments to the assessment practices should aim to simultaneously respect the individual's learning needs, the integrity of the learning outcome or standard and promote equity, fairness and consistency for all.

Under the proposed assessment policy it is envisaged that all Education and Training Providers in the General Education sector will meet the following six reasonable adjustment standards:

- have a reasonable adjustment policy

- provide learners and their families and carers with information on the reasonable adjustment policy
- invite but not compel learners to disclose if they have a disability, medical condition or come from disadvantaged circumstances which might require reasonable adjustment to assessment practices
- provide training for staff undertaking assessments on the policy
- ensure that reasonable adjustments to standard assessment practices are negotiated and implemented as required and where it is practical to do so
- take active steps to prevent harassment or victimisation of all learners and staff, including those with a disability or from disadvantaged circumstances.

2.8.1 Things to consider

- Should the assessment policy for General Education include a section on reasonable adjustment to the assessment process for learners with disabilities and / or have experienced disadvantage?
- Should the implementation of reasonable adjustment to the assessment process be a skill required of all teachers/trainers, assessors and moderators in General Education?
- Should all education and training providers be required under the assessment policy to meet the six reasonable adjustment standards?

2.8.2 Options

1. The assessment policy for General Education make provision for reasonable adjustment based on a broad definition of disability and disadvantage and include a requirement that all Education and Training Providers meet the six reasonable adjustment criteria detailed in the preamble to this section.
or
2. The assessment policy for General Education make provision for reasonable adjustment and require individual Education and Training Providers to establish local policies and procedures in relation to how reasonable adjustment is defined and administered.
or
3. The assessment policy not address reasonable adjustment.

2.9 Issue 9 - Clarifying roles and responsibilities in assessment in General Education

The management and implementation of national assessment arrangements are always complex and involve multiple agencies. It is envisaged that the proposed assessment policy will identify the agencies and their responsibilities in relation to assessment in General Education.

At this stage, the exact responsibilities of the various agencies with a stake in assessment in General Education are not clear. However there is little doubt that responsibility will be shared between the Botswana Qualifications Authority, the Botswana Examinations Council, the Ministry of Basic Education, the Ministry of Employment, Labour Productivity and Skills

Development and the Education and Training Providers. The proposed responsibilities of each of these groups are outlined below.

Botswana Qualifications Authority responsibilities

The Botswana Qualifications Authority may be responsible for:

- accrediting and registering all types of Education and Training Providers in General Education
- accrediting the Botswana Examinations Council as the Awarding Body for General Education
- monitoring the Awarding Body against the standards for accreditation
- registering / registering assessors and moderators with responsibility in General Education but with this function being delegated to the Botswana Examinations Council as the relevant Awarding Body
- maintaining the register of assessors and moderators with responsibility in General Education but with this function being delegated to the Botswana Examinations Council as the relevant Awarding Body
- developing and maintaining the national recognition of prior learning policy.

Botswana Examinations Council responsibilities

The Botswana Examinations Council will be the Awarding Body for General Education and may be responsible for:

- advising the Minister of Basic Education on all policy matters relation to national assessment in General Education
- establishing and maintaining the national assessment policy for General Education
- developing and submitting General Education qualifications to the BQA for accreditation and registering on the National Credit and Qualifications Framework
- quality assuring Education and Training Provider assessment and moderation programs
- setting in collaboration with the Ministry of Basic Education and Ministry of Employment, Labour Productivity and Skills Development the mix of external and provider based assessment in modules, learning programs and qualifications leading to recognition on the NCQF
- setting, marking and quality assurance of examinations and other forms of external assessment
- developing and distributing assessment specifications for examinations and other forms of external assessment under the Council's remit
- combining the results of provider based assessments and examinations, where required, to determine final assessment results for all General Education qualifications registered on the NCQF
- reporting results for examinations and other forms of external assessments
- certifying learners, including replacement of lost certificates
- advising the Ministry of Basic Education and the Ministry of Employment, Labour Productivity and Skills Development on the professional development needs of assessors and moderators

- providing continual support and assistance to Education and Training Providers in relation to examinations and other forms of external assessment
- providing professional development programs for teachers, trainers and assessors on assessment and assessment quality assurance
- planning, conducting and reporting on the outcomes of large scale assessment surveys, including international surveys such as TIMSS and national surveys such as the proposed BEAM.

Ministry of Basic Education and Ministry of Employment, Labour Productivity and Skills Development responsibilities

The Ministry of Basic Education is responsible for oversight of the National Assessment Policy for General Education.

The two Ministries may be responsible within their remits for:

- developing units standards, modules and learning programs which specify the assessment outcomes to be attained by learners
- setting in collaboration with the Botswana Examinations Council the mix of external and provider based assessment in modules, learning programs and qualifications leading to recognition on the NCQF
- distributing curriculum documentation to Education and Training Providers which specify the outcomes to be assessed and the methods of assessment to be used in provider based assessment
- facilitating cooperation between Education and Training Providers in relation to assessment and moderation activities
- providing professional development for managers, assessors and moderators on assessment and moderation activities

Education and Training Provider responsibilities

The Education and Training Providers may be responsible for:

- complying with all quality assurance requirements and engaging in quality assurance activities initiated by the BQA and the Awarding Body
- setting, implementing, assessing and moderating quality assured provider based assessments
- establishing, implementing and maintaining an internal moderation process
- identifying the professional development needs of assessors and moderators
- establishing, implementing and maintaining the provider's assessment program
- reporting assessment results as required to the Awarding Body
- developing procedures to ensure that assessment evidence complies with the Rules of Evidence, particularly authenticity
- submitting learner materials for moderation and/or external assessment
- establishing, implementing and maintaining procedures in relation to recognition of prior learning and reasonable adjustment.

2.9.1 Things to consider

- Which agencies are responsible for management, quality assurance and implementation of assessment in General Education
- Are the responsibilities of these agencies accurately identified in the preceding text?
- Are these agencies currently fulfilling these responsibilities in General Education?
- What are the major impediments to these agencies fully implementing these responsibilities?
- What actions are required to overcome these impediments?

2.9.2 Options

1. The assessment policy identify the responsibilities of the key agencies involved in the management, quality assurance and implementation of assessment in General Education.

3.0 Glossary

Term	Meaning
Assessment	<p>Assessment means the process of collecting evidence of learners' work to measure and make judgment about achievement or non-achievement of specified National Credits and Qualifications Framework (hereinafter "NCQF") standards or qualifications.</p> <p>Source: Botswana Qualifications Authority (Registration and Accreditation Of Assessors and Moderators) Regulations, 2016.</p>
Assessment program	<p>A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals processes, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies and documented assessment processes.</p>
Assessor	<p>Assessor means a person who collects evidence of learners work to measure and make judgement about achievement or non-achievement of specified NCQF standards or qualifications;</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Assessor registration	<p>Registration means the process by which the Botswana Qualifications Authority ascertains that a moderator or an assessor has the requisite qualifications to be registered as an assessor or moderator in accordance with the provisions of these regulations.</p> <p>Source: Botswana Qualifications Authority (Registration and Accreditation Of Assessors and Moderators) Regulations, 2016.</p>
Awarding body	<p>Awarding Body means an organisation, recognised by the Authority, which awards accredited qualifications.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Consistency	<p>Consistent means that the evidence gathered for assessment purposes needs to be evaluated for its consistency with other assessments of the candidate's performance, including the candidate's usual performance levels.</p>
Credit	<p>Credit means the amount of learning recognised through qualifications and unit standards registered on the NCQF, measured in terms of notional learning hours.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>

Disability	Disability is a physical or mental impairment that has a substantial and long-term negative effect on the individual's ability to do daily activities, including participate in education and training. Disability includes: physical disabilities, intellectual disabilities, psychiatric disabilities, sensory disabilities, neurological disabilities, learning disabilities, physical disfigurement, and the presence in the body of disease-causing organisms.
Disadvantaged learners	Disadvantaged learners are those whose family, social, or economic circumstances hinder their ability to learn in any types of General Education program. This may include matters related to gender, ethnicity, socio-economic status, AIDS / HIV status, poverty, lack of or inadequate family support or discrimination.
Early childhood	Early childhood means a period from birth to seven years old. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Education and training provider	Education and Training Provider (ETP) means a person or entity that provides or organises a programme of education and training, including the provision of professional development services. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Evidence	Evidence means information gathered to make a judgment about achievement or non-achievement of a specified outcome.
Evidence gathering techniques	Evidence gathering techniques means particular technique or method used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, examinations, third-party feedback, portfolios and review of products.
External assessment	External assessment means an assessment set and/or marked by examiners who are not associated with the organisation providing the candidate's learning.
Fairness	Fairness is one of the principles of assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed of, participates in, and consents to, the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.
Formative assessment	Formative assessment means assessment providing developmental feedback to a candidate so that they can adjust their plan for future learning. It is not recorded for external purposes. Formative assessment is often called 'Assessment for learning'.
General education	General Education means all formal, informal and non-formal education and training other than tertiary/higher education. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
High stakes assessment	High Stakes assessment means any assessment whose results have important consequences for students, teachers, education and training

	providers, and/or education authorities. Such stakes may include promotion, certification, selection, and / or graduation.
Provider based assessment	Assessment that is carried out by the Education and Training Provider delivering the programme of learning.
Learning programme evaluation	Learning programme evaluation means the external quality assurance processes undertaken by the Authority in order to make an independent assessment of a learning programme's development, management and outcomes, through the validation of the findings of an internal learning programme self-assessment. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Learning program review	Learning programme review means the internal quality assurance procedures that the ETP uses to monitor and reflect on the outcomes of the education it provides through the learning programme, whose findings should feed into the reviews of the LPs of which they form part. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Moderation	Moderation means a process which ensures that assessment of outcomes described in the NCQF standards or qualifications are fair, valid, reliable and consistent. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Moderator	Moderator means a person that that ascertains whether or not the assessment of outcomes described in the NCQF standards or qualifications are fair, valid, reliable and consistent; Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Moderator registration	See assessor registration. Source: Botswana Qualifications Authority (Registration and Accreditation Of Assessors and Moderators) Regulations, 2016.
Learning outcome	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitudes. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Learning programme	The sequential learning activities, associated with curriculum implementation, leading to the achievement of a particular qualification. Source: Botswana Qualifications Authority (National Credit and Qualifications Framework) Regulations, 2016.
Portfolio	Portfolio means a systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts,

	<p>achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation.</p>
Provider accreditation	<p>Provider accreditation means a quality management process administered by BQA. Provider or institutional accreditation involves a process of registration and accreditation. All organisations that want to offer qualifications and NCQF training and assessment must hold institutional accreditation.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Qualification	<p>Qualification means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Reasonable adjustment	<p>Reasonable adjustment means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions [and/or awarding grades] should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed, otherwise comparability of standards will be compromised.</p>
Recognition of prior learning	<p>Recognition of Prior Learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Registration and Accreditation of an ETP	<p>Registration and Accreditation of an ETP means a process that an ETP shall undertake with the Authority as a pre-requisite for learning programme accreditation to ascertain the ETPs capacity to provide for a defined scope of education and training in accordance with the Act.</p> <p>Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017</p>
Reliability	<p>Reliability means the extent to which assessment results are consistent from one candidate to the next, and from one assessor to the next and from one occasion to the next, for example with a different assessor. A measure of the accuracy of the score achieved, if another test from a bank of ostensibly equivalent items is used.</p>
Technical and Vocational Education and Training	<p>Technical and Vocational Education and Training (TVET) means an education, training and learning programme which provides knowledge, skills</p>

Training (TVET)	and competencies relevant for employment or self-employment. Source: Botswana Qualifications Authority Criteria and Guidelines for Accreditation of Learning Programmes Effective Date 04/01/2017
Validity	Validity is a measure of the accuracy of an assessment. This means that the assessment is appropriate for its purpose, has been designed to allow candidates to show that they have the required knowledge, understanding and skills to meet the standards of the qualification and that any interpretation and use of the assessment results are supported and can be justified.

4.0 References

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UNESCO, *The Use of Student Assessment for Policy and Learning Improvement*, Education Policy Research Working Document 1, Bangkok, 2013.

Appendix 1

Participants in consultations conducted in February 2018

Organisation	Name	Position
Botswana Examinations Council	Susan Makgothi	Director - PDS
Botswana Examinations Council	Dorcas Morake	Director - EAC
Botswana Examinations Council	Ratio Balositse	Director - ICT
Botswana Examinations Council	Professor Brian Mokopakgosi	Executive Secretary
Botswana Qualifications Authority	Dr Justice Gaeonale	Director, National Credit and Qualifications Framework Services
Botswana Technical Education Program	Edwin M. Seitshiro	Chief Education Officer
Botswana Technical Education Program	Kenneth Pilime	Head - QAA
Botswana Technical Education Program	Dr Joseph Amooti Kazosi	Chief Education Officer [Quality Assurance]
Chanoga Primary School	S. Maoto	Head
Chanoga Primary School	A.N. Siseho	Deputy Head
Construction Industry Training Fund	Geoffrey Matswa	Acting Principal
Construction Industry Training Fund	Busie Jackie Moepi	Executive Director
Curriculum Development and Evaluation, Ministry of Basic Education	Cees Van Maarsereen	Technical Adviser - EU
Curriculum Development and Evaluation, Ministry of Basic Education	B. Gaseitsiwe	Curriculum Officer
Curriculum Development and Evaluation, Ministry of Basic Education	G. Baikitise	Curriculum Officer
Curriculum Development and Evaluation, Ministry of Basic Education	B. T. Mogami	Curriculum Officer
Curriculum Development and Evaluation, Ministry of Basic Education	J Gaongalells	Curriculum Officer
Curriculum Development and Evaluation, Ministry of Basic Education	Nontobeko S. Tau	Curriculum Officer
Curriculum Development and Evaluation, Ministry of Basic Education	Gofetamang Phirinyane	PEO 1 - English
Curriculum Development and Evaluation, Ministry of Basic Education	Badisa Letlotlo	PEO1 - Mathematics

Early Childhood Education, Ministry of Basic Education	Tiny Ntshinogang	PEO 1
Human Resource Development Council	Dr Fernando Tapolgo Siamisang	Director Human Resource Development Planning [Demand]
Madirelo Training and Testing Centre	Godiramodimo Kalaote	Director
Madirelo Training and Testing Centre	O. Mogopa	HOD - Metal
Madirelo Training and Testing Centre	W. Moganetsi	HOD - Electrical
Madirelo Training and Testing Centre	W. Wisisani	HOD - Hospitality
Madirelo Training and Testing Centre	Morgan Selelo	HOD - Examinations
Makalamabedi Junior Secondary School	Effort Gaboiphine	Deputy Head
Makalamabedi Junior Secondary School	Galalea Ntshonga	School Head
Maun Senior Secondary School	Ms S Modisaemang - Principal, School Management Team and all senior teachers senior teachers	
Out of School Education and Training, Ministry of Basic Education	Lilian R Sediadie	PAE01
Out of School Education and Training, Ministry of Basic Education	Kabelo M Boikanyo	Intern Officer
Out of School Education and Training, Ministry of Basic Education	Ineeleng C Rabasaakane	Intern Officer
Out of School Education and Training, Ministry of Basic Education	Malobogo Lechiile	PAE01
Out of School Education and Training, Ministry of Basic Education	Lebohang Rabasimane	Adult Educator
St Joseph's College	Winnie T Mphafe	Senior Teacher I
St Joseph's College	Utjinami P Ntabeni	Senior Teacher I
St Joseph's College	Lucky Sitagelo	Senior Teacher I
St Joseph's College	Patricia Mwewa	Senior Teacher I
St Joseph's College	C. Male	Principal

Appendix 2

Response Form - Issues and Options Paper to inform the development of a National Assessment Policy for General Education

Respondent details	
Name	
Position	
Organisation	
Address	
Email	
Telephone	

Instructions

- Read the accompanying *Issues and Options Paper to inform the development of a National Assessment Policy for General Education*.
- For each of the nine issues – read the text, consider the ‘things to think about’ questions and select the option that you think should be adopted in the national assessment policy.
- Complete the ensuing section of this form by indicating the option that you support for each issue and adding any comments that you wish to make in the space provided.
- Return the completed Response Form by close of business on Friday 30 March 2018 to the following address:

National Assessment Policy Project
Attention:
Dr Moreetsi Thobega,
Director - Research and Policy Development
Botswana Examinations Council
Private Bag 0070
Gaborone
Botswana
Responses may also be sent by email to: MThobega@bec.co.bw

Issue 1 - Defining assessment in outcomes based education				
Circle the option you support	Option 1	<input type="checkbox"/>	<input type="checkbox"/>	None of the options
Comments on this issue [optional]				

Issue 2 - Identifying the types of assessment in General Education				
Circle the option you support	Option 1	Option 2	<input type="checkbox"/>	None of the options
Comments on this issue [optional]				

Issue 3 - Getting the balance right between provider-based assessment and external assessment				
Circle the option you support	Option 1	Option 2	<input type="checkbox"/>	None of the options
Comments on this issue [optional]				

Issue 4 - Aligning outcomes and learner assessment				
Circle the option you support	Option 1	Option 2		None of the options
Comments on this issue [optional]				

Issue 5 - Assuring quality and consistent assessment outcomes				
Circle the option you support	Option 1	Option 2		None of the options
Comments on this issue [optional]				

Issue 6 - Ensuring the quality and ongoing development of assessor and moderator skills					
Circle the option you support	Option 1	Option 2	Option 3	Option 4	None of the options
Comments on this issue [optional]					

Issue 7 - Recognising learners' prior learning				
Circle the option you support	Option 1	Option 2	Option 3	None of the options
Comments on this issue [optional]				

Issue 8 - Ensuring fair assessment for all learners				
Circle the option you support	Option 1	Option 2	Option 3	None of the options
Comments on this issue [optional]				

Issue 9 - Clarifying roles and responsibilities in assessment in General Education				
Circle the option you support	Option 1			None of the options
Comments on this issue [optional]				

Appendix 3

Assessment issues raised in consultations

Organisation consulted	Assessment issues raised in consultations								
	1	2	3	4	5	6	7	8	9
Botswana Examinations Council	■	■	■	■	■	■	■	■	■
Botswana Qualifications Authority	■			■	■	■			■
Human Resources Development Council					■				
Curriculum and Evaluation – Ministry of Basic Education	■	■	■	■	■	■		■	■
Botswana Technical Education Program			■	■	■	■			■
Early Childhood Education - Ministry of Basic Education		■	■		■	■			
Out of School Education for Children - Ministry of Basic Education				■	■	■			
Adult Basic Education Program - Ministry of Basic Education				■	■	■			
Skills Development Program – Ministry of Basic Education				■	■	■			
Madirelo Training and Testing Centre			■		■	■	■		
Construction Industry Training Fund			■	■	■	■	■		■
Chanoga Primary School			■		■	■			
Makalamabedi Junior Secondary School			■			■			
Maun Senior Secondary School			■	■	■			■	
St Joseph’s College			■	■	■	■			■

Key: Assessment issues

Issue 1 - Defining assessment in outcomes based	Issue 6 - Ensuring the quality and ongoing development of
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education	assessor and moderator skills
Issue 2 - Identifying the types of assessment in General Education	Issue 7 - Recognising learners' prior learning
Issue 3 - Getting the balance right between provider-based assessment and external assessment	Issue 8 - Ensuring fair assessment for all learners
Issue 4 - Aligning outcomes and learner assessment	Issue 9 - Clarifying roles and responsibilities in assessment in General Education
Issue 5 - Assuring quality and consistent assessment outcomes	