


<b>SKILLS PROGRAME DOCUMENT</b>						
Skills Programme Title		<b>Assessment Practitioner</b>				
NQF Level	5	Credits	20	Duration in days	30	
Skills Programme ID		SP-220320				
Skills Programme Status	Approved			Start Date	End Date	
				02/03/2022	02/03/2027	
Last date for enrolment		02/03/2028	Last date for achievement		02/03/2031	

## SKILLS PROGRAMME DETAILS

1.	Title	Assessment Practitioner	
2.	Sub Title	OFO Code 242401 - Training and Development Professional (Training and Development Practitioner)	
3.	NQF Level	5	
4.	Duration	30	
5.	Credits	20	
6.	Quality Assuring Body	Quality Council for Trades and Occupations (QCTO)	
7.	Skills Programme Rationale	<p>Assessment skills in practice is the basis of many other qualifications and skills sets and is a skill that leads to employability. This skills programme will equip people to be able to supervise performance and provide feedback in a professional manner.</p> <p>There is a single unit standard 115753 Conduct Outcomes Based Assessment, Level 5, 15 Credits registered on the NQF which will expire 2023-06-30 which is used to train assessors currently.</p> <p>Assessment Practitioner status can lead to self-employment opportunities.</p> <p>Typical learners include post school learners and college graduates on NQF Level 4 or equivalent with work experience that enables them to observe learners in practice and make judgements on competence and quality in skills deliver. This skills programme is for people with an interest in using assessment tools to promote learning.</p>	
8.	Related registered qualification/s	<p>Occupational Certificate: Training and Development Practitioner, NQF Level 5, Credits: 190</p> <p>The modules in this Skills Programme are harvested from this qualification.</p>	
9.	Purpose	An Assessment Practitioner plans for, conducts and administers assessment of learner competence in an occupational context.	
10.	Content	<p><b><u>Knowledge component</u></b></p> <p>1. 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4</p> <p>Total Credits: 4</p>	<p><b><u>Application component</u></b></p> <p>1. 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8</p> <p>2. 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8</p> <p>Total Credits: 16</p>
11.	Minimum entry requirements	NQF Level 4 with Communication	

12.	<b>Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)</b>	<p><b>Exit Level Outcome</b></p> <p>6. Plan and conduct assessments in a variety of occupational contexts.</p> <p><i>Associated Assessment Criteria:</i></p> <ul style="list-style-type: none"> <li>○ Principles of good assessment practices are applied within the occupational learning framework.</li> <li>○ Evidence collection methods, tools and instruments are evaluated and adapted to meet contextual requirements.</li> <li>○ Principles of evidence collection are applied within contextual requirements.</li> <li>○ Assessment decisions are made and feedback formulated in accordance with accepted standards and practices.</li> <li>○ The domains of reflexive competence is assessed and documented.</li> <li>○ Documentation and records are completed and maintained in accordance with quality management system requirements.</li> <li>○ Past experience and prior learning is recognised, during the delivery of the learning intervention.</li> <li>○ Physical and psycho-social safety of the learners is assured.</li> <li>○ Learner progress and effectiveness of the intervention is measured continuously and feedback is provided.</li> </ul>
13.	<b>Continuous Assessment &amp; Final Integrated Supervised Assessment (FISA)</b>	<p><b>Continuous Assessment</b></p> <p>The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.</p> <p>Continuous assessments are set by the SDP in accordance with the outcomes provided.</p> <p>This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.</p> <p>During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded, and be available for monitoring and/or evaluation by the QCTO.</p> <p><b>Final Integrated Supervised Assessment (FISA)</b></p> <p>All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.</p> <p>Format of FISA: A final written assessment integrating the relevant Exit Level outcomes.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.</p> <p>The FISA may not contain any assessments used in the "Continuous</p>

		<p>Assessment" process (thus no re-assessment).</p> <p>Special considerations should be made for candidates with special learning needs.</p> <p><b>Standards for Final Integrated Supervised Assessment (FISA):</b>  The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)</p> <p>The FISA INSTRUMENT (Written case study, scenario or brief/task [similar to a job card]) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose:</p> <p>The candidate must demonstrate that they are able to plan for, conduct and administer assessment of learner competence in an occupational context in a supervised assessment by developing the required in a supervised assessment session</p> <ol style="list-style-type: none"> <li>1. The facilitator/invigilator must provide an Occupational Qualification document and corresponding curriculum document to each learner (downloaded from the QCTO website. In other words, different ones, depending on the learners' area of expertise). This must NOT be provided beforehand; only on the day of the FISA.</li> <li>2. All learners must be provided with a written brief in order to compile the following; <ol style="list-style-type: none"> <li>(a) Assessment Plan (using a blank template provided as part of the FISA assessment instrument with the brief and instructions)</li> <li>(b) Compile the front page of a written or practical assessment with instructions for the candidate, together with an example of an assessment instrument for ONE Exit Level outcome</li> <li>(c) Create the marking guidelines or rubric to be used for that assessment</li> <li>(d) Complete a Developer's report (template provided)</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>1. <b><u>Assessment Plan</u></b> Provide a Template with the following headings: Exit Level Outcomes; Relevant Modules; Method; Competency Standard required; Cognitive level; Question types; Time Allocated, in order for the learner to complete the following from the Occupational Qualification and Curriculum document provided: <ul style="list-style-type: none"> <li>➤ List all the Exit Level Outcomes of the Qualification</li> <li>➤ Next to each ELO, state which modules from the Curriculum Document are relevant</li> <li>➤ Most suitable method for Assessment of each ELO: Practical or Written</li> <li>➤ The required standard of competence to be demonstrated by the learner for each ELO</li> <li>➤ The required cognitive level to be displayed for each ELO (High, Medium or Low)</li> <li>➤ Indicate a variety of question types to be used for each ELO</li> </ul> </li> </ol>
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14.	<b>Recognition of Prior Learning</b>	<ul style="list-style-type: none"> <li>• Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme.</li> <li>• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.</li> <li>• RPL for access to the Final Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.</li> </ul>
15.	<b>Work Opportunities/further learning</b>	<p>A learner who successfully completes this skills programme may be employed or self- employed as an Assessment Practitioner in the Private and Public sector. Opportunities for work can be found at Education, Training and Development Organisations, Institutions or Schools/Colleges focussed on learning.</p>

		<p>A learner who successfully completes this skills programme has an opportunity for further learning with the following as options:</p> <p>Occupational Qualification: SAQA Qualification ID:101321, Occupational Certificate: Training and Development Practitioner, NQF Level 05, 190 credits. Related Skills Programmes:</p> <ul style="list-style-type: none"> <li>• Learning and Development Facilitator, NQF Level 5, Credits 36</li> <li>• Skills Development Practitioner, NQF Level 5, Credits 40</li> <li>• Work Based Learning and Development Practitioner, NQF Level 5, Credits 30</li> </ul>
16.	<b>Skills Development Provider Accreditation Requirements</b>	<p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> <li>• Learning and development resources aligned to the scope and content of the module</li> <li>• Learner assessment resources (database, tools, records)</li> </ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> <li>• Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications</li> <li>• Access to assessment expertise in terms of subject matter related prior learning, experience and credibility</li> </ul> <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"> <li>• Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered</li> </ul>

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