



SKILLS PROGRAMME TITLE		ASSESSMENT PRACTITIONER			
NQF LEVEL	05	CREDITS	20	COURSE DURATION	30
SKILLS PRORAMME ID		SP-220320			
CERTIFICATION BODY		QCTO			

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.</p> <p>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	Occupational Certificate: Training and Development Practitioner, NQF Level 5, Credits: 190 The modules in this Skills Programme are harvested from this qualification.	
9.	Purpose	An Assessment Practitioner plans for, conducts and administers assessment of learner competence in an occupational context.	
10.	Content	<p>Knowledge component</p> <p>1. 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4</p> <p>Total Credits: 4</p>	<p>Application component</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.	Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)	<p>Exit Level Outcome</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"> Principles of good assessment practices are applied within the occupational learning framework. Evidence collection methods, tools and instruments are evaluated and adapted to meet contextual requirements. Principles of evidence collection are applied within contextual requirements. Assessment decisions are made and feedback formulated in accordance with accepted standards and practices. The domains of reflexive competence is assessed and documented.
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		<ul style="list-style-type: none"> • Documentation and records are completed and maintained in accordance with quality management system requirements. • Past experience and prior learning is recognised, during the delivery of the learning intervention. • Physical and psycho-social safety of the learners is assured. • Learner progress and effectiveness of the intervention is measured continuously and feedback is provided.
13.	Continuous Assessment & Final Integrated Supervised Assessment (FISA)	<p>Continuous Assessment</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>Final Integrated Supervised Assessment (FISA)</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. 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. The FISA may not contain any assessments used in the "Continuous</p>

Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.

All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.

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.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Special considerations should be made for candidates with special learning needs.

Standards for Final Integrated Supervised Assessment (FISA):

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. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)

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:

Provide candidates with the assessment instrument tools, equipment, consumables and a drawing in order to:

1. Prepare the site before commencing with the laying
2. Identify and remove hazards
3. Build a small superstructure showing a brick wall
4. Conduct any required finishing operations
5. Clear out any wastes in the correct manner

Whilst conducting the above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.

- "Why"?
- "What would happen if ...?"
- "When..... is done, what would the result be?"
- "How would you deal with"?"
- Etc.

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory

		<p>sections are when the safety of the candidate or others would be affected if incorrectly completed.</p> <p>Submission of final results</p> <p>Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:</p> <ul style="list-style-type: none"> • Completed QA Verification Report on the FISA (QCTO template: relevant sections). • A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.
14.	Recognition of Prior Learning	<ul style="list-style-type: none"> • 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. • Learners who have acquired competencies in skills programme will be credited for such topics through RPL. • 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.
15.	Work Opportunities/further learning	Learners completing the skills programme successfully may choose to advance in the building/construction industry. They may also learn more about the industry and within this occupational field to become successful business owners who employ skilled labour and artisans.
16.	Skills Development Provider Accreditation Requirements	<p>Physical Requirements:</p> <ul style="list-style-type: none"> • Classroom furniture (chairs and tables, audio equipment and all other relevant equipment conducive to a learning environment) • Handouts and stationery (electronic consumables, pencils/paper) • Bricklaying learning material <p><i>For Practical:</i></p> <ul style="list-style-type: none"> • Access to building activity environment • Access to categories of tools, equipment and processes in order for learners to conduct preparatory activities, repair and/or alteration work to structures using bricks (face and plaster, including the building of substructures as indicated on the related tool list. <p>Human Resource Requirements:</p> <ul style="list-style-type: none"> • Facilitator/learner ratio 1 to 24 • Relevant building qualification with minimum of 2 years building experience. <p><i>For Practical:</i></p>

		<ul style="list-style-type: none">• Trainers should be a qualified Bricklayer artisan with at least 5 years relevant experience working within a construction environment post trade test and a recognised facilitation competency• Trainer/learner ratio 1 to 12 <p>Legal Requirements:</p> <ul style="list-style-type: none">• Compliant with Safety, Health, Environmental, Risk and Quality (SHERQ) requirements
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