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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

PERSONAL ASSISTANCE

NQF Level 4

September 2007

PERSONAL ASSISTANCE – LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Personal Assistance in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Personal Assistance* to prepare for and deliver Personal Assistance. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - Nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate students' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Recognition of Prior Learning***

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students' work with other students, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers in planning learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It is used to determine student strengths and weaknesses and provide feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN PERSONAL ASSISTANCE

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Personal Assistance must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

2 RECORDING AND REPORTING

Personal Assistance, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units of internal assessment must serve as a guide for Personal Assistance

NO OF UNITS	ASSESSMENT	COVERAGE
3	Formal written tests	1 or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related subject outcomes: Projects

ASSESSMENT OF PERSONAL ASSISTANCE

LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN PERSONAL ASSISTANCE - LEVEL 4

Topic 1: Plan and conduct meetings

SUBJECT OUTCOME	
1.1 Plan and organise meetings of various types including the preparation of agendas, minutes and other documentation as required.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Various types of meetings are planned and organized, including correct documentation	• Describe standard meeting protocols and the importance of using them. • Describe ways to determine the need and objectives of a meeting. • Understand the importance of reaching decisions in meetings. • Explain ways of managing discussions and problem solving. • Describe ways to determine the appropriate delegates for a meeting.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises • Case study • SIM	

SUBJECT OUTCOME	
1.2 Conduct a meeting in a structured and effective manner.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A meeting is conducted in a structured and effective manner	• Arrange a meeting and compile an agenda. • Inform the delegates about the meeting. • Structure a meeting in accordance with the protocols (select a chairperson, minute taker, etc.) • Run a meeting to achieve the objectives within the timeframe.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

SUBJECT OUTCOME	
1.3 Complete and/or monitor the completion of actions arising from the meetings conducted.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Actions arising from a meeting are monitored and completed	• Ensure that all documentation is complete and circulated after the meeting (e.g. minutes, attendance, etc) • Suggest ways to make meetings more effective.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

Topic 2: Apply basic business principles

SUBJECT OUTCOME	
2.1 Apply the profit motive to a going concern.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The profit motive is applied to a going concern.	• Discuss the profit of a going concern, with examples. • Apply the profit motive to a selected organisation. • Explain the advantages and limitations of a particular form of business ownership with examples.
ASSESSMENT TASKS OR ACTIVITIES	
• Tasks. • Case study.	

SUBJECT OUTCOME	
2.2 Apply production theory in a selected workplace.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Production theory is applied in a selected workplace.	• Apply the principles of demand and supply to decision-making and to a pricing structure for a range of products and services. • Determine break-even sales in Rand and unit terms for a range of products and services. • Explain the theory of economy of scale in an essay on the topic. • Present the role and cost of labour and equipment, as factors of supply or delivery of product and services to a group of peers.
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment	

SUBJECT OUTCOME	
2.3 Segment a market and undertake appropriate marketing measures.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A market is segmented and appropriate marketing measures are undertaken.	• Conduct market research, collate data and evaluate and present it to a mentor. • Segment a buying market for a range of products. • Compose advertising for a target market and select appropriate media for placement.
ASSESSMENT TASKS OR ACTIVITIES	
• Project.	

SUBJECT OUTCOME	
2.4 Operate within a company reporting structure.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The company reporting structure is used effectively and efficiently.	• Construct an organisational chart for a particular company. • Clarify staff and line functions, and identify reporting lines within a selected company's hierarchical structure. • Describe the mission, vision and values of a company related to its function. • Define and present supervisory and managerial roles, using examples.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

SUBJECT OUTCOME	
2.5 Align business unit goals with overall business strategy and objectives.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Business unit goals are aligned with overall business strategy and objectives.	• Interpret organisational objectives and analyse a business plan for a particular company. • Implement efficient action plans to meet organisational objectives. • Report unworkable objectives and construct contingency plans to ensure that business goals remain achievable.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

Topic 3: Customer complaints

SUBJECT OUTCOME	
3.1 Identify the customer's problems.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The customer's problems are identified	• Identify and assess the nature of the complaint. • Define the origin of the complaint. • Take responsibility for action to solve the problem. • Document the problem, according to company regulations and requirements.
ASSESSMENT TASKS OR ACTIVITIES	
• Case studies. • Practical exercises. • SIM.	

SUBJECT OUTCOME	
3.2 Communicate with all stakeholders.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• All stakeholders are effectively communicated with.	• Notify relevant internal parties of the complaint and its rooting. • Notify immediate superior of the customer's complaint for further action. • Communicate to the customer with regard to the outcome and progress of the solution.

ASSESSMENT TASKS OR ACTIVITIES
• Case study. • SIM.

SUBJECT OUTCOME	
3.3 Commit to solving the customer complaint.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Full commitment to solving the customer complaint is demonstrated.	• Demonstrate commitment to resolve the complaint. • Satisfy the customer with the complaints process to date.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

SUBJECT OUTCOME	
3.3 Apply correct planning and solution to the customer's problem.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Correct planning and solutions are applied to the customer's problem.	• Apply the correct solution to solve the customer's problems. • Apply correct solution to the customer's complaint within the agreed timeframe. • Maintain contact with all relevant stakeholders.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

Topic 4: Liaise with a range of customers of business.

SUBJECT OUTCOME	
4.1 Initiate contact with a range of customers.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Contact with a range of customers is initiated.	• Identify, assess and maintain or enhance current state of satisfaction. • Inform customers of the business activities. • Report back on the situation.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises. • SIM.	

SUBJECT OUTCOME	
4.2 Maintain contact with a range of customers.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Contact with a range of customers is maintained.	• Apply and establish communication processes with customers. • Visit or telephone customers at predetermined intervals. • Establish a reason to contact the customer. • Build partnerships with a range of customers.
ASSESSMENT TASKS OR ACTIVITIES	
• SIM.	

SUBJECT OUTCOME	
4.3 Administer contact with a range of customers.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Contact with a range of customers is administered.	• Complete logbooks and or call reports as per company requirements. • Present analysis and or report. • Grade customers A/B/C.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercise. • SIM.	

Topic 5: Factors that influence productivity

SUBJECT OUTCOME	
5.1 Demonstrate an understanding of the concept "productivity".	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Full understanding of the concept "productivity" is demonstrated.	• Explain the concept "productivity" in terms of the output-input ratio. • Explain productivity in terms of its core values. • Explain productivity in terms of its benefits to society, the economy and the environment. • Explain the productivity process in terms of effectiveness, efficiency, utilisation and respect for human dignity. • Explain the different types of productivity with examples.
ASSESSMENT TASKS OR ACTIVITIES	
• Open book test. • Case study.	

SUBJECT OUTCOME	
5.2 Measure total factor productivity.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Total factor productivity is effectively measured.	• Measure total factor productivity using the output-input ratio. • Include all output and input items in the equation • Specify total factor productivity for a section, a department, the whole organisation or a group of organisations.
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment.	

SUBJECT OUTCOME	
5.3 Measure the quantitative factors that influence productivity and establish their influence.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Quantitative factors that influence productivity are measured and their influence established.	• Measure quantitative factors that influence productivity using correct formulae. • Identify correctly the causes of the current levels in the quantitative factors. • Establish through measurement the influence of each quantitative factor on productivity. • Explain the importance of the quantitative factors in improving productivity and profitability with examples.

ASSESSMENT TASKS OR ACTIVITIES
• Assignment.

SUBJECT OUTCOME	
5.4 Identify the qualitative factors that influence productivity and establish their influence.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The qualitative factors that influence productivity are measured and their influence established.	• Identify the qualitative factors that influence productivity. • Identify the relationship between the quantitative factors that influence productivity and the qualitative factors. • Establish the influence of the qualitative factors on productivity.
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment.	

Topic 6: Measure and improve single factor productivity at a workstation

SUBJECT OUTCOME	
6.1 Measure single factor productivity and assess causes for its current levels.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Single factor productivity is measured and causes for its current levels are assessed.	• Measure single factor productivity through the correct application of the output-input ratio. • Identify the current causes of levels of labour productivity using the appropriate measurement tool. • Identify the causes of the current levels of material productivity using the appropriate measurement tool. • Identify the causes of the current levels of capital productivity using the appropriate measurement tool.
ASSESSMENT TASKS OR ACTIVITIES	
• Case study. • Assignment • SIM.	

SUBJECT OUTCOME	
6.2 Plan the actions required to improve single factor productivity.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Actions required to improve single factor productivity are planned.	• Outline the causes and effects of current levels of labour, material and capital productivity, giving examples from the organisation. • Define the target to be achieved and actions required to improve the single factor productivity in conjunction with others. • Define the role and responsibilities of others involved in improving single factor productivity for the organisation. • Identify the actions to be taken to address the causes of current levels of single factor productivity with time frames for each. • Compile a plan with the objectives, targets to be achieved, the roles and responsibilities of all people involved and the timeframe for implementation in an appropriate format.

ASSESSMENT TASKS OR ACTIVITIES
• Case study. • Assignment • SIM.

SUBJECT OUTCOME	
6.3 Implement and evaluate the effectiveness of actions to improve single factor productivity.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Actions to improve single factor productivity are implemented and evaluated.	• Carry out actions in time and in line with the plan. • Deal with contingencies with in a manner that contributes to improved single factor productivity. • Establish actual improvements in single factor productivity and compare to set targets. • Adjust the plan to ensure targets are achieved. • Record all measurements made, plans implemented and adjustments made to plans in an acceptable format to assist future planning.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises. • Case studies. • SIM, Classroom.	

Topic 7: Identify expertise and resources

SUBJECT OUTCOME	
7.1 Determine criteria for expertise and resources.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The criteria for expertise and resources are determined.	• Identify expertise and resource needs and include required competencies and attributes. • Produce estimates of resource needs. • Confirm expertise and resource needs with key persons and obtain authorisation within scheduled time frames. • Set clear, concise criteria for expertise and resources.
ASSESSMENT TASKS OR ACTIVITIES	
• Role play. • Practical exercise. • SIM.	

SUBJECT OUTCOME	
7.2 Establish and record expertise and resources.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Expertise and resources are established and recorded.	• Express the choice of expertise and resources for operation and service requirements of the organisation. • Document expertise and resources in the required format and within agreed time frames.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercise. • Role play. • SIM.	

SUBJECT OUTCOME	
7.3 Report on expertise and resources.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Expertise and resources are reported on.	• Select the reporting method which is appropriate to the context and organisational requirement. • Prepare report using recorded data. • Submit report within agreed time frames and format.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercise. • Role play. • SIM.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN PERSONAL ASSISTANCE - LEVEL 4

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires ***integrated application of competence*** and is executed and recorded in compliance with assessment conditions.

Two possible approaches to the ISAT may be applied as follows:

- The students could be assigned a task at the beginning of the year, which they must complete in various phases during the year in order to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

- The other option is that students will have achieved the competencies during the year but the competencies are assessed cumulatively in a single assessment/exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted annually in October or November by means of a paper(s) set externally and marked and moderated externally. The following distribution of cognitive application is suggested.

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 4	40%	40%	20%