

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONSTRUCTION SUPERVISION NQF Level 4

September 2007

CONSTRUCTION SUPERVISION– 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 Construction Supervision 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: Construction Supervision* to prepare for and deliver Construction Supervision. 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 externally quality assured 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 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 assessor; 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 to plan 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 determines student strengths and weaknesses and provides 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 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 CONSTRUCTION SUPERVISION

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 Construction Supervision 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

Construction Supervision, 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.

ASSESSMENT OF CONSTRUCTION SUPERVISION LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONSTRUCTION SUPERVISION LEVEL 4

Topic 1: Role players and their responsibilities on the construction site

SUBJECT OUTCOME	
1.1 Identify and describe construction role players and site personnel and their responsibilities and functions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Different site personnel and role players on a construction site are identified.	Identify different site personnel and role players on a construction site.
The functions and responsibilities of various construction site personnel are described.	Describe the functions and responsibilities of various construction site personnel.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

Topic 2: Perform site administration and reporting

SUBJECT OUTCOME	
2.1 Implement an administration system to enable recordkeeping of personnel information and site activities and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Recordkeeping documents for capturing of details on personnel and site activities in accordance with site, quality and human resources procedures and requirements are implemented. <i>Range: Attendance register, wages records, task analysis, critical path analysis, bar chart, material lists.</i>	Implement recordkeeping documents for capturing of details on personnel and site activities in accordance with site, quality and human resources procedures and requirements. <i>Range: Attendance register, wages records, task analysis, critical path analysis, bar chart, material lists.</i>
Documentation is accurately and legibly completed	Complete documentation accurately and legibly
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

SUBJECT OUTCOME	
2.2 Maintain an administration system to enable recordkeeping of personnel information and site activities and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Documentation is accurately and legibly completed.	Complete documentation accurately and legibly.
Records are regularly updated in accordance with site procedures and quality management system.	Update records regularly in accordance with site procedures and quality management system.
Records are stored in a manner which ensures ease of retrieval and currency.	Store records in a manner which ensures ease of retrieval and currency.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

SUBJECT OUTCOME	
2.3 Compile and submit appropriate reports timeously.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Data in records is verified for accuracy and precision.	Verify data in records for accuracy and precision.
Accurate and relevant reports are drafted within prescribed deadlines.	Draft accurate and relevant reports within prescribed deadlines.
Reports are submitted to relevant role players within prescribed deadlines.	Submit reports to relevant role players within prescribed deadlines.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

Topic 3: Supervision of health and safety on a construction site

SUBJECT OUTCOME	
3.1 Describe health and safety procedures and principles on a construction site.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The implications of the Health and Safety Act on a construction site are explained.	Explain the legal implications of the Health and Safety Act on a construction site.
The principles of a safety management plan on a construction site are described.	Describe the principles of a safety management plan on a construction site.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

SUBJECT OUTCOME	
3.2 Explain, identify and act appropriately towards potential hazards in the work area.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Potential hazards in the work area are correctly identified, removed, reduced or reported.	Correctly identify, remove, reduce or report potential hazards in the work area.
Protective requirements and equipment are identified and their use is demonstrated.	Identify protective requirements and equipment and demonstrate their use.
The implications of working in confined spaces are explained.	Explain the implications of working in confined spaces.
The implications of the handling, transportation, storage and utilisation of hazardous materials on a construction site are explained.	Explain the implications of the handling, transportation, storage and utilisation of hazardous materials on a construction site.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

SUBJECT OUTCOME	
3.3 Limit damage to persons or property in the case of an emergency.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Location of fire extinguishers, hoses and alarms are described.	Describe correct location of fire extinguishers, hoses and alarms.
Different fire extinguishers are identified and used correctly.	Identify and correctly use different fire extinguishers.
The correct procedures for identification of emergencies are described.	Describe and use the correct procedures for identification of emergencies.
Injuries involving individuals is correctly reported to the relevant persons.	Correctly report injuries involving individuals to the relevant persons.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

Topic 4: Lead and supervise construction teams

SUBJECT OUTCOME	
4.1 Explain how to lead and supervise teams on a construction site.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Supervision on a construction site is described and its need explained.	Describe what supervision on a construction site is and explain why it is needed.
The role and responsibilities of the construction site supervisor or manager is described. <i>Range: Plan, organise, lead, control. Communicate with and motivate working teams.</i>	Describe the role and responsibilities of the construction site supervisor or manager. <i>Range: Plan, organise, lead, control. Communicate with and motivate working teams.</i>
Regular site meetings with site personnel and other role players are planned and conducted.	Plan and conduct regular site meetings with site personnel, construction teams and other role players.
Regular input and feedback on proceedings and developments are given to team members and other relevant parties.	Give team members and other relevant parties regular input and feedback on proceedings and developments.
Subsequent to meetings, follow up actions are coordinated and monitored.	Coordinate and monitor implementation of follow up actions subsequent to meetings.

ASSESSMENT TASKS OR ACTIVITIES
OBSERVATION BASED • Class questions. • Educator and student discussions. TASK-BASED • Assignments/tasks. • Practical exercises. • Role-play. TEST-BASED • Examinations. • Class tests. • Practical examinations. • Written examinations.

Topic 5: Monitoring and controlling cost and productivity of construction work

SUBJECT OUTCOME	
5.1 Measure and record activity production and resource costs on a construction project.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Construction resources are allocated to relevant activities.	• Allocate all construction resources to relevant activities.
• Actual usage cost of resources is allocated.	• Record the actual usage cost of resources.
• Team activity production outputs are measured and recorded.	• Measure and record team activity and production outputs.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED • Class questions. • Educator and student discussions. TASK-BASED • Assignments/tasks. • Practical exercises. • Role-play. TEST-BASED • Examinations. • Class tests. • Practical examinations. • Written examinations.	

SUBJECT OUTCOME	
5.2. Compile a production and cost activity report.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Actual total costs of production and actual unit cost of activity is calculated.	• Calculate actual total costs of production and actual unit cost of activity.
• Activity profit or loss is calculated by comparing actual total cost with allowed total cost.	• Calculate activity profit or loss by comparing actual total cost with allowed total cost.
• Information is utilised to compile a report for decision making according to company procedures.	• Utilise information to compile a report for decision making according to company procedures.

ASSESSMENT TASKS OR ACTIVITIES
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.

SUBJECT OUTCOME	
5.3. Control cost of construction activities.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Actual unit cost for an activity is compared with allowable unit cost for an activity.	Compare actual unit cost for an activity with allowable unit cost for an activity.
Information is utilised and decisions are taken to control cost of construction activities.	Utilise information and take decisions to control cost of construction activities.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

SUBJECT OUTCOME	
5.4. Implement productivity improvement measures on a construction project.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Productivity targets are established and reviewed in conjunction with senior management.	Establish and review productivity targets in conjunction with senior management.
Measures to improve productivity in accordance with the activity report are identified and implemented.	Identify and implement measures to improve productivity in accordance with the activity report.
The implementation of productivity improvement measures is monitored.	Monitor the implementation of productivity improvement measures.

ASSESSMENT TASKS OR ACTIVITIES
OBSERVATION BASED • Class questions. • Educator and student discussions. TASK-BASED • Assignments/tasks. • Practical exercises. • Role-play. TEST-BASED • Examinations. • Class tests. • Practical examinations. • Written examinations.

Topic 6: Industrial relations in construction

SUBJECT OUTCOME	
6.1 Explain and define various aspects provided by the Labour Relations Act regarding workplace relations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• The importance of proper communication in workplaces is explained.	• Explain the importance of proper communication in workplaces.
• The objectives and functions of works councils are explained.	• Explain the objectives and functions of works councils.
• The functions of the unions in labour issues are explained.	• Explain the functions of the unions in labour issues.
• The different ways of dealing with strikes are explained.	• Explain different ways of dealing with strikes.
• The different grievance and disciplinary procedures are explained.	• Explain the different grievance and disciplinary procedures.
ASSESSMENT TASKS OR ACTIVITIES	
OBSERVATION BASED • Class questions. • Educator and student discussions. TASK-BASED • Assignments/tasks. • Practical exercises. • Role-play. TEST-BASED • Examinations. • Class tests. • Practical examinations. • Written examinations.	

Topic 7 Conflict management in the construction environment

SUBJECT OUTCOME	
7.1 Explain the causes, management and prevention of conflict in the construction environment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Various types and causes of conflict in the construction industry are identified and defined.	Identify and define various types and causes of conflict in the construction industry.
The effect of conflict on productivity in the construction environment is explained.	Explain the effects of conflict on productivity in the construction environment.
Different ways of dealing with conflict in the construction environment are identified and explained.	Identify and explain ways of dealing with conflict in the construction environment.
Different ways of preventing conflict in the construction environment are explained.	Explain ways of preventing conflict in the construction environment.
ASSESSMENT TASKS OR ACTIVITIES	
Assessment in this topic will be as follows, and not restricted to: OBSERVATION BASED - Class questions. - Educator and student discussions. TASK-BASED - Assignments/tasks. - Practical exercises. - Role-play. TEST-BASED - Examinations. - Class tests. - Practical examinations. - Written examinations.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONSTRUCTION SUPERVISION - LEVEL 4

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the student's cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

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

4.2 National Examination

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

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	30%	20%