education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONTACT CENTRE OPERATIONS

NQF Level 3

September 2007

CONTACT CENTRE OPERATIONS – LEVEL 3

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 Assessment in the National Certificates (Vocational)
2 Assessment framework for vocational qualifications
2.1 Internal continuous assessment (ICASS)
2.2 External summative assessment (ESASS)
3 MODERATION OF ASSESSMENT
3.1 Internal moderation
3.2 External moderation
4 Period of validity of internal continuous assessment (ICASS)
5 Assessor requirements
6 Types of assessment
6.1 Baseline assessment
6.2 Diagnostic assessment
6.3 Formative assessment
6.4 Summative assessment
7 Planning assessment
7.1 Collecting evidence
7.2 Recording
7.3 Reporting
8 Methods of assessment
9 Instruments and tools for collecting evidence
10 Tools for assessing student performance
11 Selecting and/or designing recording and reporting systems
12 Competence descriptions
13 Strategies for collecting evidence
13.1 Record sheets
13.2 Checklists

SECTION C: ASSESSMENT IN CONTACT CENTRE OPERATIONS

1 Schedule of assessment
2 Recording and reporting
3 Internal assessment of Subject Outcomes in Contact Centre Operations - Level 3
4 Specifications for external assessment in Contact Centre Operations - Level 3
4.1 Integrated Summative Assessment Task (ISAT)
4.2 National examination

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 Contact Centre Operations 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: Contact Centre Operations* to prepare for and deliver Contact Centre Operations. 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 that 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 for students who experience barriers to learning be customised 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 is used to determine student strengths and weaknesses and provide feedback on progress. This 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 Portfolio of Evidence (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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) 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 CONTACT CENTRE OPERATIONS

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 Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Contact Centre Operations 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

Contact Centre Operations, 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 Portfolio of Evidence (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 Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

CONTACT CENTRE OPERATIONS

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONTACT CENTRE OPERATIONS - LEVEL 3

Topic 1: Apply outbound Contact Centre Operations

SUBJECT OUTCOME	
1.1 & 1.2 Place calls to customers and record information from customers (SO 1 & 2)	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Calls are placed to the correct customers as defined in workplace instructions or worksheets	Place calls to correct customers as defined in workplace instructions or worksheets
Calls are made utilizing company specific technology or systems effectively	Make calls utilizing company specific technology or systems effectively
Relevant, accurate information is provided to customers	Provide relevant, accurate information to customers
Calls are conducted and closed within company specific time frames	Conduct and close calls within company specific time frames
The correct information is identified for inputting purposes	Identify the correct information for inputting purposes
Information is accurately captured	Input information accurately
Information is recorded and captured within company specific time frames	Record and put in according to company specific time frames
Information captured is relevant to the customers' requirements	Ensure that information captured is relevant to the customers' requirements
Information captured is consistent with company specific formats and requirements	Ensure that information captured is consistent with company specific formats and requirements
Information is verified according to company standard practices	Ensure that information is verified according to company standard practices
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Role play in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations report • Assessment report from enterprise	

SUBJECT OUTCOME	
1.3 Respond to queries from customers	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Customers are responded to simultaneously according to company specific time frames	Respond to customers simultaneously according to company specific time frames
Responses comply with company responses and scripts	Respond to customers according to company responses and scripts
Relevant information is provided	Provide relevant information
Queries are responded to accurately *Range: 'Accurately' defines the correct choice of action to be taken*	Respond to queries accurately. *Range: 'Accurately' defines the correct choice of action to be taken*

ASSESSMENT TASKS OR ACTIVITIES
• Facilitator-student discussion • Assignments or • Role play in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/Practical observation • Checklists • Observations report • Assessment report from enterprise

SUBJECT OUTCOME	
1.4 Handle a sales transaction telephonically.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Sales transactions are concluded within company specific timeframes • Sales transactions are concluded accurately	Conclude sales transactions accurately and within company specific time frames
Sales transactions are concluded wherein the sale is confirmed where appropriate to do so	Conclude sales transactions wherein the sale is confirmed where appropriate to do so
Sales transaction discourse follows Contact Centre specific scripting or response requirements	Ensure that sales transaction discourse follows Contact Centre specific scripting or response requirements
The sales transaction is consistent with the customers' requirements	Ensure that the sales transaction is consistent with the customers' requirements
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Role play in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations report • Checklists • Observation report	

SUBJECT OUTCOME	
1.5 Provide follow up to customers' requests	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Follow up procedures are conducted consistently • Follow-ups are conducted timeously according to company specific requirements	• Conduct follow up procedures consistently and timeously according to company specific requirements
• Follow up procedures are consistent with customer requirements	• Ensure that follow up procedures are consistent with customer requirements

ASSESSMENT TASKS OR ACTIVITIES
• Facilitator-student discussion • Assignments or • Role play in structured environment • (Necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations report • Assessment report from enterprise • Integrated Topic Assessment

Topic 2: Apply in-bound and outbound Contact Centre operations within an emergency context

SUBJECT OUTCOMES	
2.1 Retrieve calls within a contact centre from customers in emergency situations	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Customers are responded to appropriately as per the emergency service provision requirements	Respond to customers appropriately as per the emergency service provision requirements
Calls are retrieved timeously according to service specific timeframe	Retrieve calls timeously according to service specific timeframe requirements
Calls are retrieved accurately and effectively using company specified technology and systems	Retrieve calls using company specified technology and systems accurately and effectively
Calls are retrieved according to service specific procedures and methodologies	Retrieve calls according to service specific procedures and methodologies
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Role play in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations report • Assessment report from enterprise	

SUBJECT OUTCOMES	
2.2 Document information from customers in emergency situations	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The correct information is elicited from customers in emergency situations	Elicit the correct information from customers in emergency situations
Information is documented and recorded accurately	Document and record information accurately
Information is captured within company specific timeframes	Capture information within company specific timeframes
Information captured is relevant according to the emergency situation	Ensure that information captured is relevant according to the emergency situation
Information captured is consistent with service specific formats and requirements	Capture information consistently with service specific formats and requirements
Information is verified according to service standard practices	Verify information according to service standard practices
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Role play in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations report • Assessment report from enterprise	

SUBJECT OUTCOMES	
2.3 Respond within a Contact Centre to emergencies.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Emergencies are responded to accurately. *Range: Accurately defines the correct choice of action to be taken*	Respond to emergencies accurately. *Range: Accurately defines the correct choice of action to be taken*
Emergencies are responded to timeously according to company specific timeframes	Respond to emergencies timeously according to company specific timeframes
Responses comply with service defined responses and scripts	Ensure that responses comply with service defined responses and scripts
Responses are consistent with emergency service practices and procedures	Ensure that responses are consistent with emergency service practices and procedures
Relevant information is provided	Provide relevant information
Sufficient options and alternatives are offered in order to effect a solution	Offer sufficient options and alternatives in order to effect a solution

ASSESSMENT TASKS OR ACTIVITIES
• Facilitator/Student discussion • Assignments • Or • Role play in structured environment • (Necessary documentation should be available) • Checklists • Observation sheet/report • Or • Practical work experience/ Practical observation • Checklists • Observations report • Assessment report from enterprise

SUBJECT OUTCOMES	
2.4 Follow-up on customers in emergency situations.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Follow-up procedures are conducted consistently according to industry requirements	Conduct follow-up procedures consistently according to industry requirements
Follow-up procedures are consistent with customer requirements	Ensure that follow-up procedures are consistent with customer requirements
Follow-ups are conducted timeously according to service specific timeframes and laid down protocols	Conduct follow-ups timeously according to service specific timeframes and laid down protocols
Customers are informed of escalation situations and follow ups are passed onto relevant parties	Inform customers of escalation situations and pass follow-ups onto relevant parties
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Role play in structured environment • (Necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience/ Practical observation • Checklists • Observations sheets • Observation/report • Assessment report from enterprise • Integrated Topic Assessment	

Topic 3: Service levels in Contact Centre Operations

SUBJECT OUTCOME	
3.1 Demonstrate an understanding of company specific service levels	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
All relevant service levels are explained	Explain all relevant service levels
The purpose of service levels is described and explained	Describe and explain the purpose of service levels
The requirements of all relevant service levels are listed, described and explained. *Range: Service levels include but are not limited to management, information systems information on systems and wall boards, sigh on time, abandoned rate etc., shift changes*	List, describe and explain the requirements of all relevant service levels. *Range: Service levels include but are not limited to management, information systems and information on systems and wall boards, sign on time, abandoned rate etc., shift changes*

ASSESSMENT TASKS OR ACTIVITIES
• Facilitator-student discussion • Assignment: Service level table (Guidance) • Case studies in open book assessment

SUBJECT OUTCOME	
3.2 Meet and maintain service levels.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Relevant company specific levels are implemented	Implement relevant company specific levels
Implementation processes are monitored to ensure compliance	Monitor implementation processes to ensure compliance
Service level timeframes and targets are consistently met as per company specific requirements	Meet service level timeframes and targets consistently as per company specific requirements
Potential constraints in meeting and maintaining service levels are identified and evaluated	Identify and evaluate potential constraints in meeting and maintaining service levels
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Assignments or • Exercise in structured environment (necessary documentation should be available) • Checklists • Observation sheet/report or • Practical work experience • Observation sheet/report • Assessment report from enterprise • Group discussions • Group feedback • Integrated topic assessment	

Topic 4: Contact Centre problem solving

SUBJECT OUTCOME	
4.1 Obtain and evaluate project information to facilitate Contact Centre problem solving.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Valid and reliable methods and sources for obtaining project information are identified and agreed with relevant parties	Identify and agree to valid and reliable methods and sources for obtaining project information
The co-operation of relevant parties in obtaining information is enlisted	Enlist the co-operation of relevant parties in obtaining information
Available information from relevant parties is identified, obtained and evaluated in conjunction with higher authority	Identify, obtain and evaluate available information from relevant parties in conjunction with higher authority
Information gathered is analyzed to identify potential improvements	Analyze information gathered to identify potential improvements
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • List of methods and resources • Control sheets • Recommendations	

SUBJECT OUTCOME	
4.2 Provide advice and support regarding received information to facilitate problem solving .	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Advice and support are provided at appropriate times and only when necessary	Provide advice and support at appropriate times and only when necessary
The methods of providing advice are sensitive to the personal needs and positions of the relevant individuals	Ensure that the methods of providing advice are sensitive to the personal needs and positions of the relevant individuals
Advice and support are provided only so far as is necessary to allow progress to be maintained and to enable individuals and groups to work autonomously	Provide advice and support only so far as is necessary to allow progress to be maintained and to enable individuals and groups to work autonomously
Threats to the Contact Centre's success are identified at an early stage	Identify threats to the Contact Centre's success at an early stage
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Task list/Activity sheets • Pro-active manual	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONTACT CENTRE OPERATIONS - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

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

In Contact Centre Operations Level 3 students will have achieved the competencies during the year but the competencies will be 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 formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The ff. distribution of cognitive application is suggested:

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55% - 75%	20% - 35%	5% - 15%