

Competency Based Assessment



The External Integrated Summative
Assessment (EISA)

Preamble

The Quality Council for Trades and Occupations is responsible for setting occupational standards, and for quality assuring provisioning, assessments and certification of qualifications registered on the OQSF of the NQF.

The QCTO is therefore responsible for the assessment assurance of the following:

- Occupational Qualifications
- Occupational Part-Qualifications
- Legacy Trades
- Legacy full qualifications
- Provider based qualifications
- NATED 190/191 programmes, as well as
- Skills programmes recorded with the QCTO

Role of Assessments in Occupational Qualifications and Part Qualifications

- In order to achieve a qualification, or part-qualification, the learner has to prove competency.
- During training or RPL, the learner must undergo continuous formative and summative assessment in order to be declared competent in each module of each component.
- A formal internal summative assessment, conducted at the end of each module (or an integration of modules), must be recorded in order to feed into the Statement of Results that is issued.
- The Statement of Results is a requirement for entry to the EISA (External Integrated Summative Assessment), which is a compulsory national final assessment that must be completed in order for successful candidates to be certified.
- There are thus two types of assessment that must take place:
 - Continuous internal assessments , formatively and summatively (conducted by the accredited SDP), and
 - An external integrated summative assessment (conducted by the Quality Partner)

Internal Formative Assessment

- Formative Assessment is conducted by the accredited Skills Development Provider, designed to feed into further learning, and is key for the learning process.
- A range of formal, non-formal and informal assessment procedures are used to focus teaching and learning to improve learner success.
- Formative assessment is for e.g. verbal educator-learner interaction with individual learners, providing feedback to learner demonstrations, quizzes, informal class tests etc. on part or completed work.
- Such assessment may be recorded by facilitators to provide holistic progress of their learners to assist further learning and achievement of all associated assessment criteria.

Internal Summative Assessment

- The aim of the internal summative assessment is to evaluate the learning that has taken place, and the extent to which this learning has been completed successfully.
- These are developed and conducted by the accredited SDP according to the **Assessment Criteria** for each module found in the curriculum document, and Associated Assessment Criteria in the registered qualification.
- Internal Summative Assessments are conducted at the end of modules, and may even integrate related modules.
- Internal Summative Assessments may be done using a variety of methods, e.g. written or practical tests, case studies, scenarios, assignments, briefs, projects, etc.
- There must be a valid internal Quality Assurance and verification process for all internal assessments conducted, which includes assessment plans, marker and moderator reports, and checks in place for recording of results.
- Summative assessments must be completed for each module and formally recorded by the accredited SDP, as these feed into the Statement of Results (SoR) that must be issued, which is an admission requirement for the EISA.
- Should a learner be 'NYC' in any of the modules, he/she should be re-assessed, as only learners declared 'Competent' in all modules on the SoR will be allowed entrance to the EISA. The SoR is valid for a period of 2 years.
- Proof of all internal summative assessments must be kept by the SDP (proof thereof, e.g. digitally stored) until the learner has been certified, and may thereafter be disposed of, provided all relevant internal summative results have been recorded for historic purposes.

Assessment Criteria

- SAQA defines Assessment Criteria as “standards used to guide learning and to assess learner achievement.”
- Assessment Criteria is found in the Curriculum document for each module, and the Associated Assessment Criteria is found in the Qualification document for each Exit Level Outcome.
- Assessing learners according to the Assessment Criteria is absolutely critical to ensure that the learner achieves the required learning outcomes of each Knowledge and Practical Module of the curriculum, and is also embedded in the Workplace Statement of Results competencies. (found at the back of the Curriculum document)
- Assessment Criteria has the purpose of taking the learner on a journey of competency to the final EISA.

The EISA does not intend to re-assess all individual Assessment Criteria.

The EISA intends to gauge whether or not the candidate is competent at the end, in order to be a worthy practitioner of a specific occupation or trade.

Final Integrated Summative Assessment

- For the post-school system, strengthening final assessment systems for national qualifications has become a priority.
- The QCTO's objective is therefore to promote the development and implementation of final assessments which give a reliable indication of learner achievements; and indicate a consistent level of attainment, including over time, between comparable assessments. By implementing and regulating final assessments, the QCTO also has the public objective of promoting confidence in the achievement of qualifications registered on the OQSF.
- To achieve this objective, the QCTO will ensure that relevant standards for final assessments for all qualifications registered on the OQSF as well as occupational Skills Programmes are implemented for the development of assessment instruments. The QCTO monitors the quality of the final assessment as well as moderation practices and credibility of assessment processes in order to approve learner achievements for certification.

Competency Assessment

To the QCTO, the “Competency Model” for final assessments is of the utmost importance. This mode of assessing ensures the learners complete a final assessment in order to determine whether they have the required competencies (Specific knowledge and skills) to perform well in the world of work.

The EISA is a final assessment which integrates the knowledge, practical and/or work experience to assess the **proficiency** of a learner against the stated exit level outcomes of an occupational qualification, or part-qualification

All final assessments are competency based assessments. The evidence produced by the candidate will declare whether he/she has achieved the required occupational standards in order to work capably. This approach is used to produce competent, work-ready learners.

The Purpose of the EISA (External Integrated Summative Assessment)

- 1.To assess learners against the stated Exit Level Outcomes of the qualification.
- 2.In order to be **Certified**, all learners must successfully complete the EISA.
- 3.The White Paper for Post School Education states that External Assessment should be administered to reveal **Poor performance** from training providers.

Competency Assessment

Determining Competency

- SAQA defines Competency as “ specific knowledge and/or values and/or skills that can be applied in learning and/or work.
- Occupational Qualifications seek to achieve competency for the workplace.
- The EISA is intended to be a Competency Based Assessment that determines if the candidate has the specific knowledge and/or values and/or skills in order to fulfil the Tasks and Responsibilities of the Occupation (Work)

The EISA (External Integrated Summative Assessment)

- The EISA takes the form of a final competency based assessment that must be completed by each learner.
- Competency-based assessments are based on meeting occupational standards. This means that learners are assessed against a set standard or benchmark as entrenched in the curriculum document, (found on the QCTO website).
- Competency-based assessments are based upon successful completion of evidence demonstrated, produced or provided by the candidate.
- The expected level of competency to be displayed by the learners are the occupational standards derived from the Exit Level Outcomes, and elaborates on the level of competence required to perform successfully in the relevant occupation or trade
- Assessment standards guide the developers and moderators of final assessment instruments as to the requirements, specifications, guidelines and characteristics of the EISA upfront (as captured in the QAS Addendum), which ensure consistency with use, and that all developed instruments and processes are fit for purpose.
- QCTO's management of these assessment standards that are developed by industry Subject Matter Experts in the final assessment, as well as the evaluation of quality assurance processes throughout the final assessment process, forms the foundation of the approval or decline of final learner results.
- Being declared Competent in the final assessment means that the successful candidate would have been able to perform at the expected skill level, respond and react well to unexpected or new situations, and fulfil the expected role in the workplace confidently by applying acquired skills, knowledge and experience.

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QUESTIONS?