fORMATIVE assessment

**THE STATUTORY LEARNING AND DEVELOPMENT ENVIRONMENT**

**MODULE #:** 242401001-KM-01

**NQF LEVEL:** 5

**CREDITS:** 8

**NOTIONAL HOURS:** 80

Charles Chamusi

ASSESSMENT PROCESS FLOW

Assessment Plan agreed by candidate & completed by the assessor before the actual assessment

Knowledge Questionnaire conducted as per the Assessment Plan

Observation conducted as per the Assessment Plan

Portfolio of Evidence compiled as per the Assessment Plan

A detailed Assessor Report compiled & forwarded for Moderation

Record of Learning Updated

Appeal form completed by the candidate in the event of dispute

Feedback Report Completed by Assessor & individual feedback given to the candidate

Assessment Results Moderated

Action Plan Completed by Assessor

All records & evidence filed

Completed Assessor Report / Moderator Report / Record of Learning

Approval & Certification obtained

Certificate of Competencies issued to successful candidates

Register candidates on the Learner Record Database

Portfolio of Evidence submitted as per the Assessment Plan

**QCTO**

**ASSESSMENT**

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**DATE**

AGREED ASSESSMENT PLAN

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| **Candidate's Name:** |  | | |
| **Assessor's Name:** |  | | |
| **Standard Title:** | **THE STATUTORY LEARNING AND DEVELOPMENT ENVIRONMENT** | | |
| **EVENT** | **DATE, TIME AND LOCATION** | **RESOURCES REQUIRED** | **EVIDENCE TO BE GENERATED** |
| Attend Training |  | Training material, equipment as specified | Attendance Register |
| Complete formative assessment |  | Formative workbook | Completed formative workbook |
| Complete summative assessment |  | Summative workbook | Completed knowledge questionnaire |

Signature of Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Answer the following questions;*

KM-01-KT01: THE STATUTORY LEARNING AND DEVELOPMENT ENVIRONMENT

**Question 1** (KT0101)

An Inter-Ministerial Working Group was established to draft the NQF Bill on the fourth of October 1995 which was then passed into law as what? [2]

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**Marking guidelines**

South African Qualifications Authority Act (No. 58 of 1995)

**Question 2**(KT0102)

What are the objectives of the NQF? [4]

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**Marking Guidelines**

The objectives of the NQF are to:

* Create a single integrated national framework for learning achievements;
* Facilitate access to, and mobility and progression within, education, training and career paths;
* Enhance the quality of education and training;
* Accelerate the redress of past unfair discrimination in education, training and employment opportunities.

**Question 3** (KT0103)

What are the objectives of SAQA? [3]

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**Marking guidelines**

The objectives of SAQA are to:

* advance the objectives of the NQF;
* oversee the further development and implementation of the NQF; and
* Co-ordinate the sub-frameworks.

**Question 4** (KT0104)

What mandate does SAQA derive from the National Policy and Criteria for the Implementation of Recognition of Prior Learning? [3]

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**Marking Guidelines**

The National Qualifications Framework (NQF) Act 67 of 2008 mandates the South African Qualifications Authority (SAQA) to develop, after consultation with the Quality Councils, National Policy for the Recognition of Prior Learning (RPL).

**Question 5** (KT0105)

According to UNESCO, what are the four pillars of lifelong learning? [4]

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**Marking Guidelines**

UNESCO subscribes to four pillars of Lifelong Learning:

* Learning to know
* Learning to do
* Learning to live together
* Learning to be

**Question 6** (KT0106)

What The two main streams of the NLRD? [4]

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**Marking Guidelines**

The two main streams of the NLRD

* Qualifications and Part-Qualifications (including unit standards), professional bodies and Professional Designations, and all of the resources that support them (such as NQF Sub-frameworks, NQF Levels, Organising Fields, Qualification originators)
* Learners and their achievements, and all of the resources that support them (such as QA functionaries, Providers, Assessors)

**Question 7** (KT0107)

List five of the ten categories that are used in the level descriptors to describe applied competences across the levels of the NQF? [5]

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**Marking Guidelines**

Any five of the following:

* Scope of knowledge
* Knowledge literacy
* Method and procedure
* Problem solving
* Ethics and professional practice
* Accessing, processing and managing information
* Producing and communicating of information
* Context and systems
* Management of learning
* Accountability

**Question 8** (KT0108)

The NQF is a single integrated system which comprises of three coordinated qualifications Sub-Frameworks which are? [3]

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**Marking Guidelines**

These are:

* General and Further Education and Training Sub-Framework (GFETQSF)
* The Higher Education Qualifications Sub-Framework (HEQSF)
* The Occupational Qualifications Sub-Framework (OQSF)

**Question 9** (KT0109)

What are the responsibilities of the National Skills Fund? [3]

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**Marking Guidelines**

This entity is responsible for:

* funding projects identified in the NSDS as national properties
* funding projects related to the achievement of the purpose of the Act as determined by the Director-General
* Administering the fund within the prescribed limits as regulate.

**Question 10** (KT0110)

Which of the qualifications registered on the NQF are considered private? [2]

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**Marking Guidelines**

All qualifications and part qualifications that are registered on the National Qualifications Framework (including those that have passed their Registration End Date) are public property.

**Question 11** (KT0111)

What happens in cases where more than one professional body for a specific community of practice applies for recognition by SAQA? [4]

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**Marking Guidelines**

The following will be considered:

1. No additional professional bodies will be recognised by SAQA in a sector in which a professional body has been established through an Act of Parliament (a statutory body);
2. No legal impediment to the operation of a second or subsequent body;
3. The outcome of a broad consultation within the community of practice and the wider society; and
4. The distinctiveness of multiple bodies in the community of practice.

KM-01-KT02: THE STATUTORY AND REGULATORY FRAMEWORK THAT GOVERNS THE OCCUPATIONAL SKILLS DEVELOPMENT ENVIRONMENT

**Question 1** (KT0201)

What are the main aims of the Skills Development Act of 1998? [5]

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**Marking Guidelines**

The main aims of the Act are:

1. To improve the quality of life of workers, their prospects of work and labour mobility
2. To improve productivity in the workplace and the competitiveness of employers
3. To increase the levels of investment in education and training in the labour market and to improve the return on that investment
4. To promote self-employment
5. To improve the delivery of services

**Question 2**(KT0202)

What is the mission of the Quality Council for Trades and Occupations (QCTO)? [3]

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**Marking Guidelines**

The mission of the Quality Council for Trades and Occupations (QCTO) is to effectively and efficiently manage the occupational qualifications sub framework in order to set standards for, develop, and quality assure national occupational qualifications for all who want a trade or occupation and, where appropriate, for professions.

**Question 3**(KT0203)

What is the main purpose of a SETA? [2]

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**Marking Guidelines**

The main purpose is to contribute to the improvement of skills in South Africa through achieving a more favorable balance between demand and supply, and by ensuring that education and training.

**Question 4** (KT0204)

Depending on their current functions and areas of expertise which existing bodies may be appointed as Assessment Quality Partners for specific occupations or groups of occupations? [5]

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**Marking Guidelines**

These are:

1. Moderating Bodies
2. Examining Bodies
3. Professional Bodies
4. Legislated Boards
5. Occupational Associations

**Question 5** (KT0205)

What are the three types of unit standards which are to be included in occupational qualifications? [3]

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**Marking Guidelines**

Occupational qualifications will be designed to include three different types of unit standards, i.e. knowledge, practical and work experience unit standards

**Question 6** (KT0206)

What is a Foundational Learning Competence? [5]

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**Marking Guidelines**

Foundational Learning Competence (FLC) is a part qualification that consists of two learning areas: Communication and Mathematical Literacy. It outlines the minimum level of competence required for optimal functioning in the world of work and for occupational learning at NQF Levels 2-4. It is a part qualification registered at NQF Level 2 and carries 40 credits in total. Each learning area carries 20 credits.

KM-01-KT03: TIME MANAGEMENT

**Question 1** (KT0301)

The management of skills development regulated by which laws? [3]

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**Marking guidelines**

The management of skills development is mainly regulated by the following three laws:

* South African Qualifications Authority (SAQA) Act (Act 58 of 1995).
* Skills Development Act (Act 97 of 1998).
* Skills Development Levies Act (Act 9 of 1999).

**Question 2**(KT0302)

What is the purpose of the Skills Development Levies Act? [3]

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**Marking Guidelines**

This Act regulates a compulsory levy scheme to fund education and training in businesses within various sectors in South Africa. It aims to expand the knowledge and competencies of the labour force and in so doing increase the supply of skilled labour in South Africa, providing for greater productivity and employability.

**Question 3** (KT0303)

What is the purpose of discretionary grants? [3]

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**Marking Guidelines**

The purpose of the discretionary grants is for the SETA to use them to implement their SSP and to contribute to national targets.

**Question 4** (KT0304)

What benefit are the current tax incentive in terms of SETA funding? [1]

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**Marking Guidelines**

The current tax incentives also make it attractive for companies to pursue the learnership programs and utilise that value of the tax deduction.

KM-01-KT04: SAFETY, HEALTH AND ENVIRONMENTAL PROTECTION

**Question 1** (KT0401)

What is the strategic goal of the NSF? [2]

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**Marking guidelines**

The strategic goal of the NSF is to provide funds to support projects that are national priorities in the National Skills Development Strategy (NSDS), that advance the Human Resource Development Strategy (HRDS) of South Africa and that support the National Skills Authority in its work.

**Question 2**(KT0402)

What is the National Skills Development Strategy? [3]

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**Marking Guidelines**

The national skills development strategy program includes a variety of companies, industries, institutions, and agencies throughout South Africa. These offer career fields such as administration, trades, nursing, finance and more. This program was developed to introduce more skilled workers to all scarce fields.

**Question 3** (KT0403)

What is the mission of the NSDP? [2]

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**Marking guidelines**

To improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development whilst also seeking to address systemic considerations.