

QUALITY MANAGEMENT SYSTEM POLICY

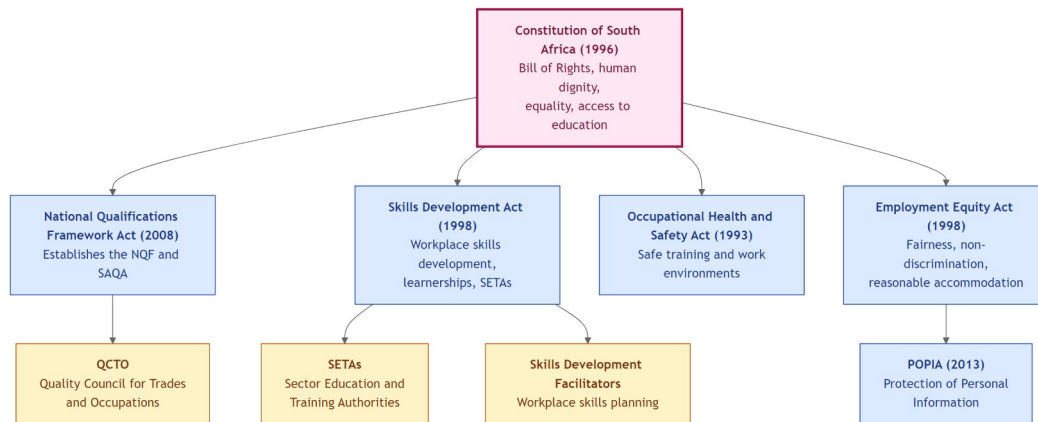
ASSESSMENT POLICY

[SDP Name] · [Accreditation Number]

Version 1.0 · Draft · 23 October 2026

Document Control Reference: AP-QCTO-001 **Skills Development Provider:** [SDP Name] **Accreditation Number:** [Accreditation Number] **Effective Date:** [Assessment Policy Effective Date] **Review Cycle:** [Assessment Policy Review Cycle] **Accountable Role:** [Responsible Manager for Assessment]

1. Purpose



The purpose of this Assessment Policy is to establish a rigorous, standardized, and quality-assured assessment framework across [SDP Name]. This policy ensures that all formative, summative, and Workplace-Based Learning assessments comply with the requirements of the Quality Council for Trades and Occupations (QCTO) Act (Act No. 9 of 2008), the Skills Development Act (Act No. 97 of 1998) as amended, and the National Qualifications Framework (NQF) Act (Act No. 67 of 2008). It guarantees that learner achievements are accurately measured against registered occupational qualifications, part-qualifications, and skills programmes.

2. Scope

This policy applies universally to all occupational qualifications, trade qualifications, and skills programmes offered by [SDP Name] under its QCTO accreditation ([Accreditation Number]). It governs all sites of delivery, including classrooms, simulation workshops, distance learning platforms, and external workplaces where experiential or practical learning occurs. This policy is binding on all management staff, assessors, moderators, administrators, facilitators, employers/workplace mentors, and learners registered with [SDP Name].

3. Policy Statement

[SDP Name] is committed to delivering high-quality occupational education and training that meets national standards. We uphold the integrity of the QCTO assessment system by ensuring that all assessments are transparent, systematically planned, rigorously moderated, and free from bias. [SDP Name] shall maintain a secure assessment environment, protect candidate data in accordance with the Protection of Personal Information Act (POPIA), and ensure that no learner is disadvantaged by systemic barriers. Assessment results submitted to the QCTO or its Assessment Quality Partners (AQP) must be a true reflection of the candidate's applied competence.

4. Principles

To ensure defensible and credible assessment outcomes, [SDP Name] operationalizes the core QCTO assessment principles through the following mandatory practices:

- **Validity:** Assessments must measure what they intend to measure. Assessors shall cross-reference every assessment instrument directly against the exit-level outcomes, associated criteria, and knowledge, practical skills, and work experience modules stipulated in the relevant QCTO curriculum document.
- **Reliability:** Assessment results must be consistent and reproducible across different assessors and cohorts. This is achieved through the mandatory use of standardized marking memoranda, calibrated rubrics, and internal moderation prior to the release of any results.
- **Fairness:** Assessments must not present artificial barriers to achievement. [SDP Name] ensures fairness by providing all learners with prior access to assessment schedules, preparation guides, and clear criteria, while actively eliminating gender, racial, cultural, or socio-economic bias from assessment instruments.
- **Flexibility:** Assessment design must accommodate the diverse needs of learners without compromising the integrity of the qualification. Assessors may adapt the *context* or *delivery mode* of an assessment (where permitted by the AQP/QCTO guidelines) to suit workplace realities, provided the core competence criteria remain unaltered.

- **Practicability:** Assessments must be cost-effective, time-efficient, and manageable in terms of resource utilization. [SDP Name] ensures that required equipment, consumables, venues, and tools are secured and operational before any practical assessment commences.

5. Roles and Responsibilities

The execution of this policy relies on a clear segregation of duties to maintain conflict-of-interest controls:

- **[Responsible Manager for Assessment]:** Holds overall executive accountability for the implementation, monitoring, and continuous improvement of this policy, ensuring institutional compliance with QCTO policies and criteria.
- **Assessors (Registered with QCTO/AQP):** Responsible for designing formative assessment tools, conducting summative assessments using [SDP-specific assessment methods], judging learner evidence against rubric criteria, providing constructive developmental feedback, and compiling PoE records.
- **Moderators (Registered with QCTO/AQP):** Responsible for executing pre-assessment moderation (vetting instruments for validity and clarity) and post-assessment moderation (sampling learner evidence to verify consistency, fairness, and accuracy of assessor judgments).
- **Learners:** Responsible for submitting authentic, original work on or before stipulated deadlines, adhering to assessment rules, and actively participating in feedback sessions.
- **Workplace Mentors / Supervisors:** Responsible for guiding workplace-based learning, verifying the authenticity of practical tasks executed on-site, and signing off workplace logbooks in alignment with QCTO External Integrated Summative Assessment (EISA) prerequisites.

6. Assessment Planning

Assessment planning is an integrated function managed prior to the rollout of any occupational qualification:

1. The [Responsible Manager for Assessment], in consultation with lead facilitators, shall draft a master Assessment Schedule at the commencement of each academic intake.
2. Assessors must submit all assessment instruments and marking guides to the internal moderation system at least 20 working days prior to the scheduled assessment date.
3. Learners must receive written notification of assessment dates, venues, time allocations, and required materials at least 14 working days before the assessment.
4. No summative assessment may be administered until the internal moderator has signed off on the assessment instrument as valid, reliable, and fair.

7. Conducting Assessments

To maintain examination integrity and compliance with QCTO site-monitoring standards:

1. All assessments must take place in designated, controlled environments authorized by [SDP Name].
2. Invigilation (proctoring) must be strictly enforced for all closed-book assessments. A minimum of one qualified invigilator must be present for every 25 candidates.
3. Learners must produce valid South African identity documents, passports, or student cards prior to entering the assessment venue.
4. Any suspected incidents of irregularity, plagiarism, cheating, or impersonation must be logged immediately on an Incident Report Form by the invigilator and escalated to the [Responsible Manager for Assessment] for disciplinary investigation under the SDP's Student Code of Conduct.

8. Evidence Requirements

Learners must compile and submit authentic evidence to prove functional and occupational competence:

1. Evidence generated must be captured using [SDP-specific assessment methods].
2. All evidence submitted within Portfolios of Evidence (PoEs) must be accompanied by a signed and dated Declaration of Authenticity completed by the learner, confirming that the work is entirely their own.
3. Workplace evidence must be validated through signatures and contact details of accredited workplace mentors or direct supervisors.