

QUALIFICATION

ASSESSMENT SPECIFICATIONS (QAS) DOCUMENT

**IN LINE WITH THE QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE
(NOMENCLATURE)**

QUALIFICATION/PART- QUALIFICATION/SKILLS PROGRAMME	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Qualification	Advanced Occupational Certificate	Energy Regulation: Practitioner	6	140
CURRICULUM CODE	242207-001-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
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Energy &
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QUALITY PARTNER – ASSESSMENT	Energy and Water Services Education and Training Authority (EWSETA)	<a href="http://Home -
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SECTION 1: ASSESSMENT STRATEGY

1.1 Internal Assessment

The curriculum document must be used for the assessment of learners in preparation for the EISA (External Integrated Summative Assessment).

Internal Assessment is the responsibility of an accredited Skills Development Provider (SDP) and is conducted during the delivery of learning/training. The accredited Skills Development Provider (SDP) is responsible for internal assessment. To execute this responsibility, the SDP is required to:

- plan and develop
- conduct, administer and manage
- evaluate and analyse the results and outcomes
- moderate
- record and report

Internal Assessments must be in the form of (i) formative and (ii) summative assessments for all knowledge and practical modules, and the workplace/application statement of results recorded.

- (i) Internal formative assessment is assessment of learning that must take place learning and includes a range of formal, non-formal, and informal assessment procedures that are used during the delivery of module(s) for the qualification to focus teaching and learning activities.
- (ii) Internal summative assessment is conducted at the end of each module to assess acquired outcomes (assessment criteria) and competencies, at the end of each module which may also be integrated. Results per module must be formally recorded.

The recorded internal summative assessment results are used to issue the learner with a Statement of Results (SoR). This SoR is an admission requirement for the (External Integrated Summative Assessment) EISA, and the template for this is available from the QP/NAMB.

1.2 External Integrated Summative Assessment (EISA)

1.2.1 Planning and Conduct and Quality Assurance of EISA

EISA is:

- planned and developed by the Quality Partner according to occupational assessment standards determined by industry
- conducted, administered and managed (evaluation, analysis of results and outcomes, moderation, recording and reporting) by a QCTO accredited Assessment Centre
- quality assured by the QCTO

EISA is a final assessment which integrates the knowledge and application to assess the competence of a learner against the stated Exit Level Outcomes (ELO) of the qualification.

1.2.2 Structure/model of EISA

FORMAT OF ASSESSMENT: Written/Practical/Other	Scenario based written assessment.			
COGNITIVE ABILITY:	% KNOWLEDGE	% APPLICATION	% CRITICAL THINKING	
	25%	45%	30%	
DURATION OF COMPONENT(S):	COMPONENT(S)	HOURS		
		3 Hours		
	WRITTEN	180 min	TOTAL MARKS	180 marks
	PRACTICAL	N/A		
TOTAL MARK OR COMPETENCY REQUIREMENT FOR EACH COMPONENT:	OTHER	N/A		
	COMPONENT(S)	MARK/COMPETENCY		
	WRITTEN	70% Pass Minimum pass mark = 126		
	PRACTICAL	N/A		
CALCULATION OF FINAL RESULTS REQUIRED IN ORDER TO BE DECLARED COMPETENT:	OTHER	N/A		
	Minimum of 70% pass mark required.			
REQUIREMENTS FOR AN ACCREDITED ASSESSMENT CENTRE:	Setting up an assessment centre for an External Integrated Summative written assessment for an Energy Regulator requires careful planning and consideration of various factors. Here are the minimum requirements: • Space: Sufficient space should be available to accommodate all participants comfortably. The area should be quiet and free from distractions to ensure a conducive environment for writing. • Desks/Tables and Chairs: Ample desks or tables and chairs should be provided for each participant to write comfortably. The furniture should be ergonomic to support prolonged periods of writing. • Writing Materials: Ensure an adequate supply of writing materials such as pens, pencils, erasers, and rulers for all participants. Consider providing			

	additional materials in case of emergencies or shortages. • Lighting: Proper lighting is essential to prevent eye strain and facilitate reading and writing. Natural light and adjustable artificial lighting should be available to accommodate varying preferences and needs. • Temperature Control: The assessment centre should be temperature-controlled to ensure a comfortable environment for participants. Heating or cooling systems should be in place to maintain an appropriate temperature throughout the assessment period. • Accessibility: The venue should be accessible to all participants, including individuals with disabilities. This includes wheelchair access, ramps, elevators, and accessible restroom facilities. • Security Measures: Implement security measures to maintain the integrity of the assessment process. This may include monitoring systems, secure storage for personal belongings, and procedures to prevent cheating or unauthorised assistance. • Quiet Environment: Ensure that the assessment centre is located away from noisy areas to minimise distractions. Consider soundproofing or using partition walls if necessary to create separate testing areas. • Timing Devices: Provide timing devices such as clocks or timers to help participants manage their time effectively during the assessment. Clear instructions should be given regarding the timing and duration of each section. • Refreshments: Consider providing refreshments such as water and snacks to keep participants hydrated and energised during the assessment. However, ensure that food and drinks are allowed in the assessment area without compromising the integrity of the assessment. • Signage and Directions: Clearly display signs and directions to guide participants to the
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	assessment centre and relevant facilities within the venue. This will help prevent confusion and ensure a smooth experience for all participants. • Emergency Procedures: Establish and communicate emergency procedures to ensure the safety and well-being of participants in case of unforeseen circumstances. This includes procedures for evacuations, medical emergencies, and other potential incidents. In addition to the basic requirements there are specific physical tools, equipment, and digital technology needed to support the assessment process effectively: • Computers or Laptops: Provide computers or laptops equipped with word processing software for participants who prefer to type their responses rather than handwrite them. Ensure that these devices are in good working condition and have the necessary software installed. • Internet Access: If the assessment involves online research or access to digital resources, ensure that reliable internet access is available. This is particularly important if participants are required to submit their responses electronically. • Printers and Scanners: Have printers and scanners available for participants who need to print or scan documents during the assessment. This allows for the creation of hard copies of responses or the digitisation of handwritten work if necessary. • Projection Equipment: If the assessment includes presentations or multimedia components, provide projection equipment such as projectors and screens to display content to participants and assessors. • Audiovisual Equipment: Ensure that audiovisual equipment such as microphones, speakers, and audio recording devices are available if the assessment involves listening or speaking tasks. This ensures clear communication and facilitates assessment of oral skills. • Data Storage Devices: Have data storage devices such as USB flash drives or external hard drives available for participants to save their work if needed. This ensures that participants can
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	securely store their files and access them later if necessary. • Backup Power Supply: Install backup power supplies such as uninterruptible power supply (UPS) units to prevent disruption in case of power outages. This ensures that assessment activities can continue without interruption and that participants' work is not lost. • Document Cameras or Visualisers: Provide document cameras or visualisers to display handwritten work or physical documents to assessors or the entire group if necessary. This allows for the sharing of written responses and facilitates discussions during the assessment. • Headsets or Headphones: If the assessment includes listening tasks or requires participants to use audio materials, provide headsets or headphones to ensure privacy and minimise distractions. Technical Support: Have technical support personnel available onsite to assist with any issues related to digital technology, software, or equipment during the assessment. This ensures that technical problems can be addressed promptly, minimising disruptions to the assessment process.
REQUIREMENTS FOR CANDIDATES TO BRING ALONG TO THE ASSESSMENT:	• Acceptable form of verification of personal identity such as a South African ID Document, SA Driver's License, or a valid Passport. • Original copy of the letter inviting the candidate to the EISA as issued by the Assessment Quality Partner. • Copies of the statements of results covering all modules and an appropriately signed and verified Statement of work experience.
OPEN OR CLOSED BOOK ASSESSMENT:	Closed book
ACCESS TO EISA FOR CANDIDATES WITH SPECIAL NEEDS:	In the case of candidates with special needs who have been allowed access to sit for the EISA for Conservation and Wildlife Support workers the Skills Development provider must inform the Assessment Quality Partner well in advance of the assessment regarding the details of the specific candidate needs. The AQP, in collaboration with the Assessment Centre will then make appropriate

	arrangements in line with accepted global and National standards. The following are some guiding principles.
	When accommodating candidates with special needs who have been granted access to the External Integrated Summative Assessment (EISA) for Conservation and Wildlife Support Workers, it's essential to ensure that the assessment process remains fair and equitable for all participants. Here are specific provisions that must be made to cater to the fair assessment of candidates with special needs: • Accessibility: Ensure that the assessment venue is accessible to candidates with physical disabilities. This includes providing ramps, elevators, accessible restrooms, and designated parking spaces for individuals with mobility impairments. • Alternative Formats: Provide assessment materials in alternative formats to accommodate candidates with visual impairments, such as large print, braille, or electronic text. Audio versions of assessment materials may also be necessary for candidates with print disabilities. • Assistive Technology: Make assistive technology available to candidates who require it, such as screen readers, magnification software, speech-to-text software, or alternative input devices. Ensure that these tools are compatible with the assessment platform and accessible to candidates during the assessment. • Extended Time: Consider granting extended time allowances for candidates with certain disabilities, such as visual impairments, learning disabilities, or physical impairments that affect writing speed or stamina. Extended time can provide these candidates with the opportunity to complete the assessment tasks without time-related barriers. • Quiet Environment: Provide a quiet and distraction-free environment for candidates who have difficulty concentrating due to sensory sensitivities or other disabilities. This may involve setting up separate testing rooms or providing

	noise-cancelling headphones to minimise distractions. • Scribe or Reader Assistance: Offer scribe or reader assistance to candidates who have difficulty writing or reading due to physical or cognitive impairments. A scribe can assist with transcribing candidates' responses, while a reader can help candidates access assessment materials or instructions. • Flexible Seating Arrangements: Allow candidates to choose seating arrangements that best accommodate their needs, such as adjustable desks or chairs, or seating near exits or restrooms for candidates with mobility impairments. • Specialised Instructions: Provide candidates with specialised instructions or accommodations based on their individual needs, as outlined in their accommodation plans or medical documentation. Clear communication and understanding of these accommodations are essential to ensure that candidates can fully participate in the assessment process. • Accessibility Features in Assessment Materials: Ensure that assessment materials, including written prompts, diagrams, and images, are designed with accessibility features in mind. This may include providing alternative text for images, using high-contrast colours, or avoiding reliance on visual cues for comprehension. • Training for Assessors: Provide training for assessors on how to effectively evaluate the performance of candidates with special needs and how to implement accommodations in a fair and unbiased manner. Assessors should be familiar with the specific needs of each candidate and understand how to assess their work accurately within the context of their disabilities.
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1.2.3 Competencies to be assessed in the EISA:

The assessment standards for the EISA are based on the Occupational Profile, the purpose of the qualification profile, the purpose of the qualification, the Exit Level outcomes, and is aligned to the SAQA NQF Level descriptors appropriate for the level of the qualification. The final EISA is based on all modules in the curriculum.

TASK	WEIGHT	LINKS TO ELO
TASK 01: Recommend the issuing of licensing to organisations by providing a techno/economic analysis. (NQF Level 5)	25%	ELO 01: Apply technical and economic expertise to evaluate and recommend the issuance of Energy usage licenses to organisations, ensuring decisions are informed by comprehensive analysis of industry standards and financial viability.
TASK 02: Monitor, analyse and ensure compliance by the licensees to license conditions and take action to enforce compliance and deal with instances of noncompliance. (NQF Level 5)	25%	ELO 02: Utilise regulatory knowledge and analytical skills to monitor licensee compliance, enforce adherence to license conditions, and take corrective actions where necessary to uphold legal and regulatory standards.
TASK 03: Conduct economic and financial analysis to recommend tariff application approvals. (NQF Level 6)	20%	ELO 03: Apply economic and financial analysis skills to evaluate and recommend tariff applications, ensuring alignment with industry best practices, regulatory frameworks, and financial sustainability.
TASK 04: Investigate incidents and recommend actions to resolve the consequences of the incident and recommend actions to prevent future incidents (Review licensing conditions). (NQF Level 6)	15%	ELO 04: Utilise investigative and analytical skills to assess incidents, recommend corrective and preventative measures, and review licensing conditions to mitigate future risks, while effectively managing customer-licensee relations.
TASK 05: Analyse and facilitate energy infrastructure planning. (NQF Level 6)	15%	ELO 05: Utilise analytical tools and frameworks to guide and optimise infrastructure development that will support sustainable energy growth strategies.

1.2.4 Planned assessment dates and candidate support

The Quality Partner for the qualification will publish:

- annual assessment dates and one exemplar (together with memoranda or marking guidelines) in order for the candidate(s) to see what can be expected in the EISA.
- final assessment guidelines and information in relation to queries, concerns and appeals.

For Occupational Trades, learners must register for the Practical EISA (Trade Test) at an Accredited Assessment Centre/Trade Test Centre. These Assessment Centres must notify the QCTO of these assessments that will be conducted, at least one month prior to the EISA.

1.2.5 Eligibility Requirements for the External Integrated Summative Assessment (EISA)

In order to qualify for the EISA:

- Accredited SDP must upload learner information on the QCTO system within 21 days of learner being enrolled.
- Learners must have:
 - a copy of their ID (or alternative ID), and
 - a completed and signed Statement of Results (SoR).
 - Completed Statement of Work Experience template

Accredited Skills Development Providers must register their learners with the QCTO for an EISA at least 3 months prior to completion of the qualification.

EISA will be conducted according to dates scheduled by the Quality Partners.

SECTION 2: CRITERIA FOR SUBJECT MATTER EXPERTS (SME)

SME may be assigned as developers, markers/assessors and moderators. The criteria for SME are determined by industry and contained in the QCTO Curriculum Document after each module.

The criteria for assessors/markers and moderators for the **development/moderation** of the EISA assessment instruments:

Each of the below categories must be determined by industry as required for each qualification; to be guided by the following criteria:

- Minimum three years' experience in industry for developers, markers or assessors; evidence thereof required.
- Minimum of five years' experience in industry for moderators; evidence thereof required.
- Occupational learning and development experience in related fields, evidence of active current practice, trained in assessment practice and recognised by the sector for experience and credibility.
- Active professional membership with professional designation is recommended.

(a) Requirements for the EISA Developers

EISA Developers are responsible for designing assessment frameworks, creating valid and reliable questions, and ensuring alignment with occupational standards. Minimum qualifications and experience should include:

1. Educational Requirements:

- A relevant qualification in Energy Regulation, Energy Management, or a related field at NQF Level 7 or higher. For instance, a Bachelor's degree or Advanced Diploma in Energy Regulation, Environmental Management, or Engineering.

2. Experiential Requirements:

- At least 3–5 years of experience in the energy regulation or energy sector, with demonstrated expertise in regulatory frameworks and energy policy.
- Familiarity with the QCTO's occupational qualification framework and experience with the principles of competency-based assessments.

(b) Requirements for the EISA Markers/Assessors

Assessors play a vital role in evaluating candidates' performance, ensuring objective and fair assessment of competencies based on the set criteria.

1. Educational Requirements:

- A relevant qualification in Energy Regulation, Energy Management, or a related field at NQF Level 7 or higher. For instance, a Bachelor's degree or Advanced Diploma in Energy Regulation, Environmental Management, or Engineering.

2. Experiential Requirements:

- A minimum of 2–3 years of industry experience in energy regulation, energy compliance, or a related field, providing practical knowledge relevant to the assessment content.
- Experience in a supervisory or regulatory role within the energy sector is advantageous, as it enhances the ability to evaluate practical and situational competencies.
- Familiarity with competency-based assessments, ideally with a proven track record of assessing within the occupational qualification's framework.

(c) Requirements for EISA Moderators (Pre and Post)

Moderators ensure the quality, fairness, and consistency of assessments, both before (pre-assessment moderation) and after (post-assessment moderation) the EISA process.

1. Educational Requirements:

- A relevant qualification in Energy Regulation, Energy Management, or a related field at NQF Level 7 or higher. For instance, a Bachelor's degree or Advanced Diploma in Energy Regulation, Environmental Management, or Engineering.

2. Experiential Requirements:

- At least 5 years of experience in the energy sector, with specific experience in regulation, compliance, or policy roles to understand the practical applications of assessment criteria in real-world scenarios.
- Experience in quality assurance or moderation within a regulated industry context, ideally with occupational or technical qualifications, to ensure robust assessment consistency.