



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **CONTACT CENTRE OPERATIONS NQF LEVEL 2**

September 2007



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## 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 externally quality assured 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 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 assessor; 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 determines student strengths and weaknesses and provides feedback on progress. It 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.

<b>GROUP ASSESSMENT</b>	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.
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## 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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>	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. They 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. It is a different way of assessment 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 should at least 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 at least include:

- 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 tasks 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.

# **ASSESSMENT OF CONTACT CENTRE OPERATIONS**

## **LEVEL 2**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONTACT CENTRE OPERATIONS – LEVEL 2

#### Topic 1: Identify Customers of Contact Centres

SUBJECT OUTCOME	
Identify prospective customers and establish their needs.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Sales contacts and networks are developed to provide information to prospective customers.</li> <li>Customers are identified using established methods.</li> <li>A consultation method to identify customers is established.</li> <li>Opportunities for assessment and qualification processes are established.</li> </ul>	<ul style="list-style-type: none"> <li>Develop sales contacts and networks to provide information to prospective customers.</li> <li>Identify customers using established methods.</li> <li>Establish a consultation method to identify customers.</li> <li>Establish opportunities for assessment and qualification processes.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Assignment</li> </ul>	

SUBJECT OUTCOME	
Establish and build the customer base.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Prospecting methods are identified to establish and build the customer base.</li> <li>Information needs are established in accordance with the present and prospective customer base.</li> <li>Processes are established to record and assess customer information.</li> <li>The customer database is established and maintained to integrate customer and sales information.</li> <li>Customer profiles are assessed to identify factors in relation to the marketplace in which they operate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify prospecting methods to establish and build the customer base.</li> <li>Establish information needs in accordance with the present and prospective customer base.</li> <li>Establish processes to record and assess customer information.</li> <li>Establish and maintain the customer database to integrate customer and sales information.</li> <li>Assess customer profiles to identify factors in relation to the marketplace in which they operate.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Noted group discussion</li> <li>Checklist for processes to record and assess customer information</li> <li>Practical assignment: <ul style="list-style-type: none"> <li>Retrieve marketing-related customer database.</li> <li>Integrate customer and sales information.</li> <li>Identify customer profile to establish marketplace they operate in.</li> </ul> </li> </ul>	

#### Topic 2: Apply Inbound Contact Centre Operations in a Commercial Environment

SUBJECT OUTCOME	
Retrieve calls from customers.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Calls are retrieved meticulously according to company-specific timeframe requirements.</li> <li>Calls are retrieved accurately and effectively using company specified technology and systems.</li> <li>Calls are retrieved according to company-specific procedures and methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve calls meticulously according to company-specific timeframe requirements.</li> <li>Retrieve calls accurately and effectively using company-specified technology and systems.</li> <li>Retrieve calls according to company-specific procedures and methodologies.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	

<ul style="list-style-type: none"> <li>Practical exercise</li> </ul>
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SUBJECT OUTCOME	
Input specific customer information in accordance with specific contact centre requirements.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The correct information for inputting processes is identified.</li> <li>Information is correctly inputted according to company standards.</li> <li>Information is recorded and inputted within company-specific timeframes.</li> <li>Information relevant to customers' requirements is captured in a manner consistent with company-specific formats and requirements.</li> <li>Information is verified according to company standards and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the correct information for inputting purposes.</li> <li>Input information accurately according to company standards.</li> <li>Record and input information within company-specific timeframes.</li> <li>Capture relevant information according to the customers' requirements.</li> <li>Capture information that is consistent with company-specific formats and requirements.</li> <li>Verify information according to company standards and practices.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Group discussion with written application: Discuss how to correctly input information for different purposes according to company standards.</li> <li>Practical assessment – This could be completed in a “Structured Environment”. A computer or telephonic system to record and input information must be used as students must become familiar with these systems.</li> </ul>	

SUBJECT OUTCOME	
Respond to queries from customers.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Queries are responded to accurately. <i>Range: Accurately define the correct choice of action to be taken.</i></li> <li>Customers are responded to meticulously according to company-specific timeframes.</li> <li>Responses comply with company-defined responses and scripts.</li> <li>Relevant information is provided.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to queries accurately. <i>Range: Accurately define the correct choice of action to be taken.</i></li> <li>Respond to customers meticulously within company-specific timeframes.</li> <li>Ensure that responses comply with company-defined responses and scripts.</li> <li>Provide relevant information.</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Practical – This could be completed in a “Structured Environment”.</li> </ul>	

SUBJECT OUTCOME	
Follow up on customer requests.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Follow-up procedures are conducted continually.</li> <li>Follow-up procedures are consistent with customer requirements.</li> <li>Follow-ups are conducted meticulously according to company-specific timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct follow-up procedures continually and ensure that follow-up procedures are consistent with customer requirements.</li> <li>Conduct follow-ups meticulously according to company-specific timeframes.</li> </ul>

<ul style="list-style-type: none"> <li>Customers are informed of escalation situations and follow-ups are passed to relevant parties.</li> </ul>	<ul style="list-style-type: none"> <li>Inform customers of escalation situations and pass follow-ups to relevant parties.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Practical – This could be completed in a “Structured Environment”.</li> </ul>	

### Topic 3: Operate Communication Equipment

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate knowledge and understanding of the operation of communication equipment.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Communication etiquette and procedures are described and reasons for maintaining such etiquette are given.</li> <li>The procedure to be followed if communication equipment malfunctions is described and the importance of keeping such equipment in good working order is explained.</li> <li>Company procedures for use of communication equipment are stated.</li> <li>Departmental communication interrelationships are explained and an indication is given of how all relevant departments rely on each other for communication to function effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Describe communication etiquette and procedures and give reasons for maintaining such etiquette.</li> <li>Describe the procedure to be followed if communication equipment malfunctions and explain the importance of keeping such equipment in good working order.</li> <li>State company procedures for use of communication equipment.</li> <li>Explain departmental communication interrelationships and how all relevant departments rely on each other for communication to function effectively.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Noted group discussion</li> <li>Procedural checklist if communication equipment malfunctions</li> <li>Discussion</li> <li>Written tasks</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate the ability to make decisions about practice and act accordingly.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Communication equipment is secured against unauthorised access and is maintained and kept in good working order.</li> <li>Communication equipment is used correctly.</li> <li>Communication system is answered correctly and responded to in a professional and courteous manner ensuring that all procedures are followed.</li> <li>Given situations are dealt and reasons are given for the decision to act in that manner. <i>Range: Criminal activities, evacuations and customer disputes</i></li> <li>Malfunctioning communication equipment is reported promptly to the relevant persons and details of the malfunction are given.</li> </ul>	<ul style="list-style-type: none"> <li>Secure communication equipment against unauthorised access and keep in a good working order.</li> <li>Use communication equipment correctly.</li> <li>Answer the communication system correctly and respond in a professional and courteous manner ensuring that all procedures are followed.</li> <li>Decide how to act in a given situation and give reasons for the decision. <i>Range: Criminal activities, evacuations and customer disputes</i></li> <li>Report malfunctioning communication equipment promptly to the relevant persons and give details of the malfunction.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Practical – This could be completed in a “Structured Environment”.</li> <li>Role-play</li> <li>Practical assignment:</li> </ul>	

- Report malfunctioning communication equipment promptly according the correct procedures and rules the relevant persons.
- Give details of the malfunction.

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate the ability to learn from our actions and to adapt.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The importance of acting responsibly in different contexts is discussed.</li> <li>• Different uses for communication equipment are demonstrated in different circumstances or situations.</li> <li>• The potential for using radios for security purposes is described.</li> </ul>	<ul style="list-style-type: none"> <li>• Act responsibly in different contexts.</li> <li>• Demonstrate different uses of communication equipment in different circumstances or situations.</li> <li>• Describe the potential for using radios for security purposes.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Practical – with notes or tasks on different uses for communication equipment and radio use for security purposes</li> </ul>	

#### Topic 4: Computer Packages in a Contact Centre

<b>SUBJECT OUTCOME</b>	
<b>Demonstrate and apply knowledge of computer packages in a contact centre.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Knowledge of company-specific computer packages is demonstrated.</li> <li>• An understanding of company-specific packages and applications is demonstrated and applied.</li> <li>• Applications are accurately applied in a company-specific context.</li> <li>• Confidence is displayed when using company-specific packages in a contact centre.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of company-specific computer packages.</li> <li>• Demonstrate and apply an understanding of company-specific packages and applications.</li> <li>• Apply applications accurately in a company context.</li> <li>• Use company-specific packages in a contact centre with confidence.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Practical – This could be completed at a call centre or in a “Structured Environment” with the necessary specific computer packages.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>Input and verify data with company-specific packages in a contact centre (Subject Outcomes 2 and 3).</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Data is inputted accurately.</li> <li>• Data is inputted within company-specific timeframes.</li> <li>• Data captured is relevant and consistent with company-specific formats and requirements.</li> <li>• Critical and closest routes are followed when inputting data into packages.</li> <li>• Tasks are completed within the company’s specific timeframes.</li> <li>• Data is verified against the source of information.</li> <li>• Inaccuracies are identified and rectified correctly.</li> <li>• Company-specific follow-up and close procedures are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Input data accurately and within company-specific timeframes.</li> <li>• Ensure that data captured are relevant and consistent with company-specific formats and requirements.</li> <li>• Follow critical and closest routes when inputting data into packages.</li> <li>• Complete all tasks within the company’s timeframes.</li> <li>• Verify data in company-specific packages and against the source of information.</li> <li>• Identify inaccuracies and rectify correctly.</li> <li>• Follow company-specific follow-up and close procedures.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Practical – This could be completed at a call centre or in a “Structured Environment” with the necessary specific packages.</li> </ul>	

- Case study
- Checklist to verify data against source information
- Checklist to identify inaccuracies and rectify correctly
- Checklist to conduct company follow up and close procedures

#### 4 SPECIFICATIONS FOR THE EXTERNAL ASSESSMENT IN CONTACT CENTRE OPERATIONS - LEVEL 2

##### 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

**OR**

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

##### 4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55 - 75%	20 - 35%	5 - 15%

MARK ALLOCATION PER QUESTION		
<b>Section 1: Compulsory (must cover all topics)</b>		
Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.		<b>30 marks</b>
<b>Section 2: Compulsory</b>		
Five questions with a choice of any four. These questions must be set from ALL the topics.		
Question 1	30 marks per question	<b>120 marks</b>
Question 2		
Question 3		
Question 4		
<b>GRAND TOTAL</b>		<b>150 marks</b>