## Contents

### Section A: Purpose of the Subject Assessment Guidelines

### Section B: Assessment in the National Certificates (Vocational)

1. Assessment in the National Certificates (Vocational)
2. Assessment framework for vocational qualifications
   - 2.1 Internal continuous assessment (ICASS)
   - 2.2 External summative assessment (ESASS)
3. Moderation of assessment
   - 3.1 Internal moderation
   - 3.2 External moderation
4. Period of validity of internal continuous assessment (ICASS)
5. Assessor requirements
6. Types of assessment
   - 6.1 Baseline assessment
   - 6.2 Diagnostic assessment
   - 6.3 Formative assessment
   - 6.4 Summative assessment
7. Planning assessment
   - 7.1 Collecting evidence
   - 7.2 Recording
   - 7.3 Reporting
8. Methods of assessment
9. Instruments and tools for collecting evidence
10. Tools for assessing student performance
11. Selecting and/or designing recording and reporting systems
12. Competence descriptions
13. Strategies for collecting evidence
   - 13.1 Record sheets
   - 13.2 Checklists

### Section C: Assessment in Community Oriented Primary Care

1. Schedule of assessment
2. Recording and reporting
3. Internal assessment of Subject Outcomes in Community Oriented Primary Care- L4
4. Specifications for the external assessment in Community Oriented Primary Care- L4
   - 4.1 Integrated summative assessment task (ISAT)
   - 4.2 National examination
SECTION A: PURPOSE OF THE ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Community Oriented Primary Care - Level 4 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: Community Oriented Primary Care to prepare for and deliver Community Oriented Primary Care - Level 4. 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-plays and case studies. The ICASS practical component is undertaken in a real workplace, a workshop or a “Structured Environment”. This component is moderated internally and quality assured externally 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 ESASS is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Higher Education and Training administers the theoretical component according to relevant assessment policies.
A compulsory component of 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 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 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 Higher Education and Training, 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 assuror; 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 ICASS must be re-submitted with each examination enrolment for which it constitutes a component.

### 5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists with adequate formal assessment experience. 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.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observation</td>
<td>Assignments or tasks</td>
<td>Examinations</td>
</tr>
<tr>
<td></td>
<td>Class questions</td>
<td>Projects</td>
<td>Class tests</td>
</tr>
<tr>
<td></td>
<td>Lecturer, student, parent</td>
<td>Investigations or</td>
<td>Practical examinations</td>
</tr>
<tr>
<td></td>
<td>discussions</td>
<td>research</td>
<td>Oral tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case studies</td>
<td>Open-book tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role-play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>Assessment tools</td>
<td>Observation sheets</td>
<td>Checklists</td>
<td>Marks (e.g. %)</td>
</tr>
<tr>
<td></td>
<td>Lecturer’s notes</td>
<td>Rating scales</td>
<td>Rating scales (1-7)</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>Rubrics</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>Focus on individual students</td>
<td>Open middle: Students</td>
<td>Students answer the same</td>
</tr>
<tr>
<td></td>
<td>Subjective evidence based on lecturer observations and impressions</td>
<td>produce the same evidence but in different ways.</td>
<td>questions in the same way, within the same time.</td>
</tr>
</tbody>
</table>
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 COMMUNITY ORIENTED PRIMARY CARE

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 Community Oriented Primary Care 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
Community Oriented Primary Care, 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

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

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.

The following units guide internal assessment in Community Oriented Primary Care - Level 4:
<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Formal written tests</td>
<td>One or more completed topics</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>3</td>
<td>Practical assessments</td>
<td>Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>
ASSESSMENT OF COMMUNITY ORIENTED PRIMARY CARE
LEVEL 4
3. INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN COMMUNITY ORIENTED PRIMARY CARE LEVEL 4

TOPIC 1: THE RELEVANCE OF COMMUNITY ORIENTED PRIMARY CARE IN CONTEMPORARY SOUTH AFRICA

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME 1.1:</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the relevance of COPC in Contemporary South Africa</td>
<td>• The four health epidemics are listed and described (range: infectious diseases especially HIV/TB; chronic non-communicable diseases especially cardiovascular, diabetes, kidney diseases and cancer; violence and trauma, especially interpersonal domestic violence and road accidents; mental illness, especially depression)</td>
<td>• List and describe the four health epidemics</td>
</tr>
<tr>
<td></td>
<td>• The main social and economic challenges to individual and public health are named and described (range: poverty, education, unemployment, costs, burden of disease)</td>
<td>• Name and describe the main social and economic challenges to individual and public health</td>
</tr>
<tr>
<td></td>
<td>• The main challenges of the existing health care system are described (range: curative/specialist focus, costs, poor integration within and between sectors, inadequate service provider-user-community relations, undervalued/dissatisfied service providers, public dissatisfaction, out of control illness and disease)</td>
<td>• Describe the main challenges of the existing health care system in SA</td>
</tr>
<tr>
<td></td>
<td>• The contribution of COPC to the improvement of health is explained (range: Principle 1: local health and institutional analysis; Principle 2: focused service; Principle 3: equity; Principle 4: practice with science; Principle 5: service integration around users)</td>
<td>• Explain how COPC can contribute to improving health</td>
</tr>
<tr>
<td></td>
<td>• The main obstacles/opportunities to implementing COPC in South Africa are identified (range: politics, funding, policy, education, training, management, cooperation)</td>
<td>• Identify the main obstacles and opportunities to implement COPC in South Africa.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

• Class room questions about the four epidemics
• Internet or literature review of the main challenges of the existing health care system
• Written test on Topic 1

Practical Task:
• Do a SWOT analysis of COPC’s potential to improve individual and population health in SA
TOPIC 2: APPLICATION OF COMMUNITY ORIENTED PRIMARY CARE

SUBJECT OUTCOME 2.1:
Outline the start up and implementation processes of COPC in a community

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The selection of a physical or social community for COPC is explained</td>
<td>• Explain how to select a physical or social community for COPC</td>
</tr>
<tr>
<td>• The procedure to identify principle institutional and organisational partners is described</td>
<td>• Describe how to identify principle institutional and organisational partners</td>
</tr>
<tr>
<td>• Ways to develop a shared understanding of COPC principles among stakeholders are described</td>
<td>• Describe how to develop a shared understanding of COPC principles among stakeholders</td>
</tr>
<tr>
<td>• The forming of a COPC Steering Committee is explained</td>
<td>• Explain how to form a COPC Steering Committee</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
• Facilitated student discussion on how to identify organisational and institutional partners and develop a shared understanding of COPC principles

Practical Tasks:
• Define and create a COPC community (within the learning institutional environment)
• Create a COPC Steering Committee of selected institutional representatives (students are divided into groups where each group represents possible institutional and organisational partners and has to choose a representative)
• Run a COPC workshop on COPC Principles for the Steering Committee (observed and assessed by all students)

SUBJECT OUTCOME 2.2:
Assess institutional and organisational resources in a community

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key health and well being related institutions and organisations in the local community are identified</td>
<td>• Identify key health and well-being related institutions and organisations in the local community</td>
</tr>
<tr>
<td>• The purpose and focus of each health and well being organisation or institution is ascertained</td>
<td>• Ascertain the purpose and focus of each identified organisation or institution</td>
</tr>
<tr>
<td>• Resources and the level of commitment of each organisation to COPC are ascertained</td>
<td>• Ascertain resources and the level of commitment to COPC of each identified organisation</td>
</tr>
<tr>
<td>• Shared areas of interest, cooperation and collaboration between the organisations and institutions are described</td>
<td>• Describe shared areas of interest, cooperation and collaboration between the organisations and institutions</td>
</tr>
<tr>
<td>• Organisational and institutional resource gaps are identified and ways of addressing them are described</td>
<td>• Identify and describe ways of addressing organisational and institutional resource gaps</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
• Class questions on organisations and institutions in the community and the extent to which their purpose relates to health and well being

**Practical Tasks:**

- Each institution (each role play group) prepares and presents on their purpose, organisational focus (who what where how), resources (personnel, infrastructure, financial) and commitment to COPC in the community (can use data collected in NCV 2)
- Create a wall chart of community institutions, resources and levels of commitment to COPC
- Code wall chart in terms of areas of interest, co-operation and collaboration as well as gaps
- Debate and record ways of addressing resource gaps

### SUBJECT OUTCOME 2.3:

**Explain and apply a community health status assessment**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preparation is made for a community health status assessment (range: create a sub-committee, agree on indicators, agree on implementation steps, agree on ethical issues)</td>
<td>• Prepare for a community health status assessment</td>
</tr>
<tr>
<td>• A survey instrument to assess the general health status of the community is developed or adapted</td>
<td>• Develop or adapt a survey instrument to assess the general health status of the community</td>
</tr>
<tr>
<td>• Primary health status data in the community is collected, captured and described</td>
<td>• Collect, capture and describe primary health status data in the community</td>
</tr>
<tr>
<td>• Secondary data on the health status of the community is collected and described</td>
<td>• Collect and describe secondary data on the health status of the community</td>
</tr>
<tr>
<td>• All available data on health in the community is compiled and analysed</td>
<td>• Compile and analyse all available data on health in the community</td>
</tr>
<tr>
<td>• A community health profile is prepared and presented</td>
<td>• Prepare and present a community health profile</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Facilitated student discussion on the ethical issues of research in communities
- Internet/ literature/document search on ethics and research in communities

**Practical Tasks:**

- Conduct a community health assessment among students at the college (NCV Level 2s)
- Create a COPC Health Assessment Sub-Committee, define its purpose and describe its functions (range: agreed indicators/implementation steps, ethical issues)
- Identify data sources and create data sheets
- Adapt a survey instrument to assess the general health of the community (group work)
- Interview respondents/complete survey (students as respondent)
- Capture and describe primary data (individual and group work)
- Compile and analyse all available health related data in the selected community (group work)
- Create a presentation entitled ‘The Community Health Profile of 1st Year Students (NCV Level 2s)’ (group work)
### SUBJECT OUTCOME 2.4:
Explain health care prioritization and develop an intervention strategy to address health care needs

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The challenges and opportunities arising from the community health profile are identified</td>
<td>• Identify challenges and opportunities arising from the community health profile</td>
</tr>
<tr>
<td>• Health care needs from the community health profile are determined and prioritised</td>
<td>• Determine and prioritise health care needs from the community health profile</td>
</tr>
<tr>
<td>• A strategic goal to address health care needs in the community is formulated</td>
<td>• Formulate a strategic goal to address health care needs in the community</td>
</tr>
<tr>
<td>• Approaches to achieving the strategic goal are developed (range: alternate, more than one)</td>
<td>• Develop approaches to achieving the strategic goal</td>
</tr>
<tr>
<td>• An approach to implement the strategic goal that sets out actions, timeline, organisational responsibilities and resource needs is developed</td>
<td>• Develop an approach to implement the strategic goal</td>
</tr>
<tr>
<td>• The barriers to implementation are assessed</td>
<td>• Assess the barriers to implementation</td>
</tr>
<tr>
<td>• An appropriate community health intervention strategy is selected and adopted</td>
<td>• Select and adopt an appropriate community health intervention strategy</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES

- Facilitated student discussion on the challenges and opportunities presented by community health profile

**Practical Tasks:** (group work)

- Determine and prioritise health care needs and approaches
- Formulate a strategic goal
- Rank health care needs in terms of their importance to achieving the strategic goal;
- Develop and debate approaches (policies, patterns of action, activities) to achieving the strategic goal
- Construct a strategy matrix (a main and one or two alternate strategies)
- Construct an activity plan that sets out (actions, timelines, organisational responsibilities and resource needs) to achieve the strategy
- Do a reality check to eliminate ideas that won’t work (in keeping with COPC principles, as well as being economically feasible, ethically acceptable, sufficient resources, within the law)

### TOPIC 3: PLANNING MONITORING AND EVALUATION IN COMMUNITY ORIENTED PRIMARY CARE

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain Planning, Implementation and Monitoring</td>
<td>Explain Planning, Implementation and Monitoring</td>
</tr>
</tbody>
</table>

---

**Department of Higher Education**

12
• Define the P(lan)-I(mplement)-E(valuate)-A(ction) cycle
• Describe the key components of an action plan for an agreed health priority in the intervention strategy
• Explain the concept of monitoring
• Identify monitoring mechanisms in the action plan of an agreed health priority

ASSESSMENT TASKS OR ACTIVITIES
• Create an action plan for an agreed health priority (encompassing strategies and general activity plans agreed in 2.4 above)
• Identify and agree on milestone indicators and their parameters (what will be done, by whom, by when)
• Create a visual ‘implementation highway’ with key milestones - (activities or actions and responsibilities on a timeline)

SUBJECT OUTCOME 3.2:
Explain and Apply Evaluation of a Community Health Plan

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluation is defined</td>
<td>• Define evaluation</td>
</tr>
<tr>
<td>• The purpose and advantages of evaluating action plans or the community health intervention strategy are discussed (range: whole plan or a part of the plan)</td>
<td>• Discuss the purpose and advantages of evaluating action plans or the community health intervention strategy</td>
</tr>
<tr>
<td>• Criteria for evaluating the action plans or community health intervention strategy are identified</td>
<td>• Identify criteria for evaluating the action plans or community health intervention strategy</td>
</tr>
<tr>
<td>• The performance standards and the levels that must be achieved to indicate success are described</td>
<td>• Describe the performance standards and the levels that must be achieved to indicate success</td>
</tr>
<tr>
<td>• The ways in which evidence to evaluate the community health intervention strategy or actions plans are collected is explained</td>
<td>• Explain ways in which evaluation evidence of the community health intervention strategy or actions plans are collected</td>
</tr>
<tr>
<td>• The importance of credible evidence and justifiable conclusions are described</td>
<td>• Describe the importance of credible evidence and justifiable conclusions</td>
</tr>
<tr>
<td>• A monitoring and evaluation report on an action plan or the community health intervention strategy is written</td>
<td>• Write a monitoring and evaluation report on an action plan or the community health intervention strategy</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES
• Class room questions on evaluation, data collection, performance standards and criteria for assessment
• Facilitated student discussion on the importance of evaluation in community health

**Practical Task:**
• Write an evaluation report on 2.3 (community health status assessment tasks) or 2.4 (health care needs prioritisation and intervention strategy)

4. **SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN COMMUNITY ORIENTED PRIMARY CARE**

4.1 **Integrated summative assessment task (ISAT)**
A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The 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 ISAT.

4.2 **National Examination**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>