



# Assessments

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The decisions may have to do with the learner's:

- Ability to do a certain job
- Ability to embark on a certain level of training

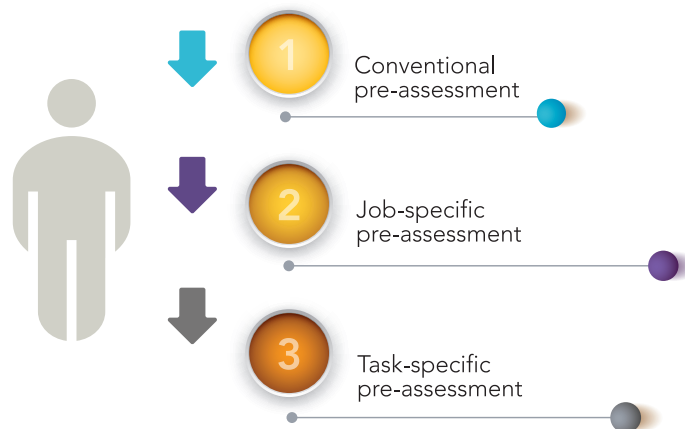
There are many different types of activities that can be used to assess a learner's proficiency on a given learning objective, and the same activity can be used to assess different objectives.

**Note:** Formative and Summative Assessments are carried out as part of our learning programmes and the fees for this are included in our training programme or learning programme development fee.

At **Plastics|SA** we are able to conduct various Assessments as part of our offerings:

## Pre-assessments

There are **3 different pre-assessment options** and the costs include preparation, the actual pre-assessment, evaluation of the results and preparation of the matrix report, as well as a meeting with the customer to discuss matrix and next development initiatives.



### CUSTOMISED LEARNING PROGRAMMES

Every business is different and one-size-fits-all training programmes may be problematic for the unique needs of your organisation. Customised training provides practical and professional training options aligned with your organisation's mission, values and goals.

### CONSULTING

Our expert training consultants and our experienced Subject Matter Experts are available to troubleshoot and provide you with the best solution to your productivity frustrations. Don't battle it out on your own – give the experts at Plastics|SA a call.

“Recognition of prior learning means the comparison of the previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements”.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is defined in the National Standards Bodies Regulations (No 18787 of 28 March 1998, issued in terms of the SAQA Act 58 of 1995) as follows:

**This definition makes clear a number of principles in the development and execution of RPL:**

- Learning occurs in all kinds of situations – formally, informally and non-formally;
- Measurement of the learning takes place against specific learning outcomes required for a specific qualification; and
- Credits are awarded for such learning if it meets the requirements of the qualification.

**Therefore, the process of recognising prior learning is about:**

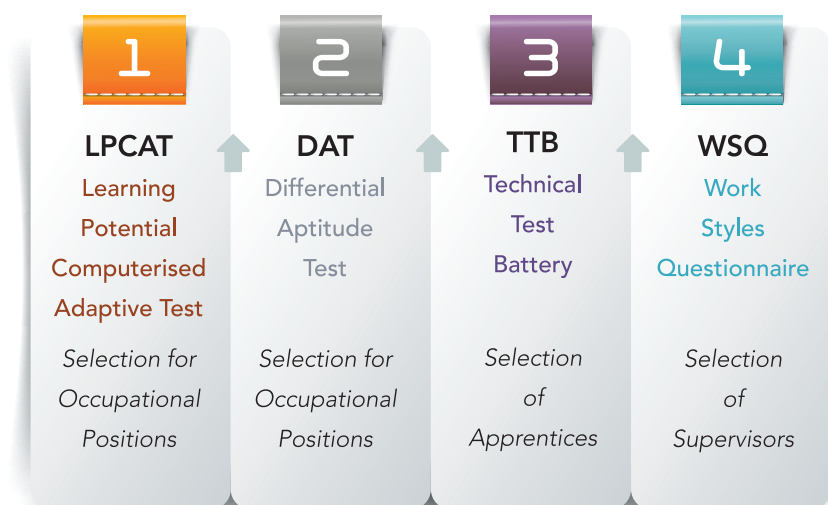
- **Identifying** what the candidate knows and can do;
- **Matching** the candidate’s skills, knowledge and experience to specific standards and the associated assessment criteria of a qualification;
- **Assessing** the candidate against those standards; and
- **Crediting** the candidate for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past.

**PlasticsISA** offers RPL services across all Levels from NQF L2 – NQF L5. For levels lower than NQF L5, pre-assessments are recommended. RPL is commonly conducted on learners who are sufficiently qualified on NQF L5 based on their *Portfolio of Evidence*.

## Psychometric Assessments

**PlasticsISA** is able to provide the following:

*Psychometric Assessments are used to determine the individual's natural ability or aptitude and to assess trainability and the extent to which the individual will benefit from training at the various NQF levels.*



A **combination of 2 or more** of these assessments can also be provided, depending on the purpose of the assessments.