



ACADEMY OF
TECHNOLOGY
AND INDUSTRY
by UCT ONLINE HIGH SCHOOL

ACADEMY OF TECHNOLOGY AND INDUSTRY LEARNER RECORD MANAGEMENT POLICY



OVERVIEW

Purpose	This policy sets out the requirements for recording and securing records of learner attainment, as specified by the QCTO
Custodian	Skills Qualifications Manager
SME	
Approval Authority	Chief Executive Officer
Version History	Version 1, effective 1 January 2026



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Definitions

Assessment: a continuous and planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment can be formal (contributing to the award of a qualification), or informal (assessment for learning purposes that does not contribute directly to the grades awarded for the achievement of the qualification).. In both cases regular feedback should be provided to learners to enhance the learning experience.

Exit Level Outcome (ELO): a specific, contextually demonstrated and applied competence required of a learner to meet the requirements for the award of an Occupational Certificate.

External Integrated Summative Assessment (EISA): a comprehensive and integrated assessment designed to evaluate competence against the overall exit-level outcomes of the qualification, requiring a learner to draw on knowledge, practical skills, and workplace experience simultaneously. The EISA is administered by the Quality Partner assigned to the qualification by the QCTO.



Final Integrated Supervised Assessment (FISA): the formal assessment administered by an accredited Skills Development Provider, that evaluates the extent to which a learner is able to integrate the combined outcomes of a course's Knowledge Modules, Skills Modules and Work Experience Modules.

Gradebook: an electronic record sheet that is available on the Learning Management System. Gradebooks are built based on the unit standard requirements for Knowledge Modules, Practical Skills Modules and Work Experience Modules as defined in the Curriculum Statement for each accredited Occupational Qualification. The Gradebook holds the assessment marks for all learner assessment activities as well as the outcome of the Final Integrated Supervised Assessment (FISA).

Knowledge Module: The theoretical or subject-matter component of the qualification.

Learning Management System (LMS): a software application used to create, manage, deliver, and track education and training courses. The LMS serves as a centralised digital hub where administrators can assign materials and track progress, and learners can access information. The LMS is an integral part of the Academy's Platform.

Learner Progress Report: the formal record of the attainment of the outcomes specified for Knowledge Modules, Practical Skills Modules and Work Experience Modules.

Moderation: the process that ensures that assessment tasks are fair, valid and reliable. Comprehensive and appropriate moderation practices are put in place to enhance the quality assurance of a course of study.



Occupational Certificate: the credential issued by the QCTO to certify that a learner has been awarded an Occupational Qualification.

Occupational Qualification: a qualification accredited by the QCTO and registered on the Occupational Qualifications Sub-framework of the National Qualifications Framework.

Occupational Qualification Learner Management Information System (OQLMS): a centralised online platform used across South Africa's vocational education sector. Managed by the Quality Council for Trades and Occupations (QCTO), it acts as a digital portal for Skills Development Providers to manage learner data, track progress, and ensure regulatory compliance.

Platform: the Academy's web pages, online campus, and associated services that, in combination, enable the provision of online learning.

Practical Skills Module: The component of a qualification that is focused on the application of knowledge to develop specific, observable skills.

Quality Council for Trades and Occupations (QCTO): the statutory body responsible for qualifications registered on the Occupational Qualifications Sub-framework of the National Qualifications Framework.

Quality Partner: an organisation accredited by the QCTO to oversee the work of a Skills Development Practitioner and to serve as the Assessment Quality Partner for the administration of the External Integrated Summative Assessment.

Skills Development Provider: an organisation accredited by the QCTO to offer a defined set of courses that lead to the award of a QCTO-certified qualification.

Work Experience Module: The component of a qualification providing for the application of knowledge and practical skills in an authentic workplace context.



Workplace Experience Partner: an organisation contracted by a Skills Development Provider to provide learners with the opportunity to achieve the required outcomes for Work Experience Modules.



1. Aims of the Policy

Through assessing, recording and reporting on learners' work, we aim to:

- Track and anticipate learner progress and to improve learning outcomes.
- Evaluate the effectiveness of our teaching and offering, including content and assessment design, and to inform the strategic direction of our programmes.
- Report progress to learners, account payers and other relevant stakeholders.
- Ensure operational sustainability by anticipating learner retention and financial risk factors.
- Identify and reach prospective learners who are likely to benefit from the offering.
- Meet our statutory requirements for reporting to the Quality Council for Trades and Occupations and to the organisation designated as the Quality Partner for each programme of study leading to the award of an accredited Occupational Certificate.

2. Regulatory Requirements

The Quality Council for Trades and Occupations (QCTO) requires that the Skills Development Provider (the Valenture Institute) maintains comprehensive, accurate and secure records of learner attainment, and that these records are available for audit, as required. Specifically, Section 9 of the QCTO's Accreditation Policy stipulates that:

"SDPs are responsible to ensure that all workplace-based learning, work experience learning, simulation or practical experience for each learner enrolled to respective qualification are recorded against the modules or topics, and formally signed off by the undertaking entity or employers. The skills



development provider must sign off this evidence and make it available on request by the QCTO.” (9.7.6)

And that:

“Recording of work experience learning or workplace based learning evidence can be made by means of a training, learning and experience journal, logbook, reflection or any suitable templates in line with the qualification, part-qualification, or skills programme. Additional media recording in a form of videos, pictures amongst others may be submitted to supplement formally signed off and approved documents.” (9.7.7)

The QCTO also requires, as a condition of accreditation as a Skills Development Provider, that specified information on each learner is uploaded to the Occupational Qualification Learner Management Information System (OQLMS).

3. Recording

Recording requires accurate, and up to date, records of learners' attainment in all formal assessment tasks that make up a formal programme of assessment. This should include recording actual marks against the task, and ensuring that this mark is held in the learner's gradebook on the Learning Management System (LMS). Gradebooks must at least have the following information:

- Qualification name and SAQA ID.
- Module and module code (where applicable).
- Learner's name.
- Date of assessment.
- Assessment result.
- Record of moderation.



Gradebooks must also include Learner Progress Reports that follow the format stipulated in the specifications for individual Occupational Qualifications, must be signed off by designated mentors or supervisors and must be securely stored in the Learning Management System as electronic documents. At a minimum, gradebooks should include the following Learner Progress Reports:

- For Practical Skills Modules: the Record of Learning (a logbook kept by the learner and signed off by the mentor/supervisor).
- For Work Experience Modules: the Statement of Work Experience (a report submitted by the Workplace Experience Partner).

Access to the gradebooks, including Learner Progress Reports, is restricted to those who are directly involved in the assessment process, and access is not permitted where this has not been approved by the appropriate authority.

Final Integrated Supervised Assessments are completed once learners have completed all required Knowledge Modules, Practical Skills Modules and Work Experience Modules, and serve to confirm that learners have achieved all the required Exit Level Outcomes for the qualification, as stipulated in the SAQA-approved qualification specifications. The outcomes of Final Integrated Supervised Assessments are also recorded in the Gradebook, following the requirements stipulated above.

The award of an Occupational Qualification is subject to an External Integrated Summative Assessment (EISA) administered by the QCTO-designated Quality Partner. EISAs are conducted at Assessment Centres designated by the Quality Partner, and the Quality Partner is responsible for recording outcomes and reporting them to the QCTO.



4. QCTO requirements

The QCTO administers the national Occupational Qualification Learner Management Information System (OQLMS), and accredited SDPs have a responsibility to interact with this system according to defined protocols. SDPs must enrol learners onto the OQLMS in the prescribed format and within specified deadlines, typically within 21 working days of programme commencement. They are also required to regularly report on learner progress and performance through this system. Further information on these requirements is provided in the QCTO's Data Loading Specification guideline.

5. Reporting

Individual learners and their parents/guardians must receive regular reports of learner's achievements and progress and these reports must be issued as noted in the curriculum specification for each Occupational Qualification.