

KNOWLEDGE MODULE SUMMATIVE ASSESSMENT

KM-01

Introduction and Ethics to the Built Environment

Occupational Certificate: Building Inspector (NQF Level 5)

Credits: 3

The Property Pro Academy

LEARNER GUIDE

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Section A: KM-01

1. MODULE AND ADMINISTRATIVE DETAILS

Qualification Title: Higher Occupational Certificate: Building Inspector

SAQA Qualification ID: 335913

Curriculum Code: 335913-000-00-01

Module Code: 335913-000-00-KM-01

Module Title: Introduction and Ethics to the Built Environment

NQF Level: 5

Credits: 3

Module Type: Knowledge Module (KM)

Mode of Delivery: Blended (Online / Contact / LMS-supported)

2. PURPOSE OF THIS GUIDE

This guide serves as a **combined Summative Assessment Guide and Portfolio of Evidence (PoE) Guide** for **KM-01**. It provides:

- Clear instructions to learners on **how competence will be assessed**
- Guidance on **what evidence must be produced and submitted**
- Alignment between **formative learning activities, internal summative assessment, and QCTO requirements**
- A defensible structure for **moderation, appeals, and Statements of Results (SoR)**

This guide must be read together with:

- The KM-01 Learner Guide
- LMS instructions and submission rules
- The provider's Assessment and Moderation Policy

3. UNDERSTANDING COMPETENCE (QCTO CONTEXT)

Competence in this module is demonstrated through the learner's ability to:

- Understand and explain **foundational concepts of the built environment**
- Apply **ethical principles and professional conduct** relevant to building inspection

- Demonstrate **foundational knowledge** that supports later practical and workplace modules

Competence is assessed across three dimensions:

Dimension	Description
Foundational competence	Understanding concepts, principles, ethics and context
Practical application (knowledge-based)	Applying concepts to scenarios and case examples
Reflexive competence	Explaining reasoning, ethical judgment and professional responsibility

4. ASSESSMENT STRATEGY (INTERNAL)

KM-01 uses **internal formative and summative assessment**. Results contribute to the learner's **Statement of Results (SoR)**, which is a **mandatory entry requirement for the External Integrated Summative Assessment (EISA)**.

4.1 Assessment Components

Component	Purpose
Formative Activities	Support learning and prepare learner for summative
Internal Summative Assessment	Make a final competence judgement for KM-01
Portfolio of Evidence (PoE)	Consolidate and authenticate assessment evidence

5. ASSESSMENT PROCESS FLOW

1. Learner completes all KM-01 learning activities on the LMS
2. Learner completes all formative activities (mandatory)
3. Learner compiles KM-01 PoE
4. Learner completes internal summative assessment
5. Assessor evaluates summative assessment and PoE
6. Feedback is issued to learner

7. Results are moderated
8. Statement of Results (SoR) is issued for KM-01

6. FORMATIVE ASSESSMENT (MANDATORY)

Formative assessment is **assessment for learning** and prepares the learner for summative assessment.

6.1 Formative Activities May Include

- Knowledge checks (quizzes)
- Short written reflections
- Scenario-based questions
- Ethics discussion activities
- Case-based exercises

Important:

All formative activities **must be completed and submitted**, even if they are not individually graded as competent/not yet competent.

7. INTERNAL SUMMATIVE ASSESSMENT (KM-01)

7.1 Purpose

The internal summative assessment confirms that the learner has achieved **all learning outcomes of KM-01** and may be issued with a **Statement of Results**.

7.2 Assessment Method

The KM-01 summative assessment consists of:

- A **written knowledge-based assessment**
- Scenario and applied questions
- Ethics-focused questions
- Open-ended responses (not multiple choice only)

7.3 Assessment Conditions

Requirement	Condition
Type	Closed book
Environment	Controlled (LMS or invigilated venue)

Requirement	Condition
Time	As specified by provider
Attempts	Maximum of two reassessments if Not Yet Competent

Section B: KM-01 INTERNAL SUMMATIVE ASSESSMENT

Qualification: Higher Occupational Certificate: Building Inspector

Module: KM-01 – Introduction and Ethics to the Built Environment

NQF Level: 5

Credits: 3

Assessment Type: Internal Summative Assessment (Knowledge)

Assessment Mode: Written (LMS-based or Invigilated)

Book Status: Closed book

Duration: 2 hours

Total Marks: 100

Pass Mark: 50%

Re-assessment: Maximum of two (QCTO rule)

This assessment is designed to **simulate the structure, depth and cognitive demand of the External Integrated Summative Assessment (EISA)** as required by the QCTO .

1. ASSESSMENT PURPOSE (QCTO-ALIGNED)

The purpose of this summative assessment is to determine whether the learner can:

- Demonstrate **foundational and ethical knowledge** of the built environment
- Apply **ethical reasoning and professional judgment** expected of a Building Inspector
- Interpret the **public interest role** of the Building Inspector within the regulatory system
- Exhibit **critical thinking** consistent with NQF Level 5 descriptors

Successful completion contributes to the learner's **Statement of Results (SoR)**, which is a **mandatory prerequisite for admission to the EISA**.

2. COGNITIVE WEIGHTING (EISA-SIMULATED)

In line with the QCTO EISA model, the assessment is weighted as follows:

Cognitive Domain	Weighting	Marks
Knowledge & Understanding	30%	30
Application	50%	50
Critical Thinking & Ethical Judgment	20%	20
TOTAL	100%	100

3. ASSESSMENT STRUCTURE

SECTION A: FOUNDATIONAL KNOWLEDGE

(Compulsory – Answer ALL questions)

30 Marks

Question 1: The Built Environment (10 marks)

Define the term *built environment* and explain its importance in social, economic and environmental development in South Africa.

Question 2: Role of the Building Inspector (10 marks)

Explain the role of a Building Inspector within the built environment, with specific reference to public safety, regulatory compliance and ethical responsibility.

Question 3: Ethics and Professional Conduct (10 marks)

List and explain **five ethical principles** that must guide the conduct of a Building Inspector.

SECTION B: APPLIED KNOWLEDGE AND SCENARIO ANALYSIS

(Compulsory – Answer ALL questions)

50 Marks

Question 4: Professional Context Scenario (20 marks)

You are appointed as a Building Inspector in a local municipality. During a routine site visit, you observe that a contractor has deviated from the approved building plans. The contractor argues that the deviation will “save time and money” and poses “no real risk”.

Answer the following:

- a) Identify **three ethical risks** associated with ignoring this deviation. (6 marks)
- b) Explain the **professional responsibility** of the Building Inspector in this situation. (8 marks)
- c) Describe the **potential consequences** for the public if such deviations are routinely ignored. (6 marks)

Question 5: Ethics and Public Interest (15 marks)

Explain how ethical conduct by Building Inspectors contributes to:

- a) Protection of life and property (5 marks)
- b) Public trust in regulatory authorities (5 marks)
- c) Long-term sustainability of the built environment (5 marks)

Question 6: Foundational Knowledge Linkage (15 marks)

KM-01 provides foundational knowledge for later Practical (PM) and Workplace (WM) modules.

Explain **how knowledge of ethics and the built environment** supports effective performance in:

- a) Practical inspections (PM modules) (8 marks)
- b) Workplace inspections under supervision (WM modules) (7 marks)

SECTION C: CRITICAL THINKING AND REFLEXIVE COMPETENCE

(Compulsory – Answer ONE question)

20 Marks

Question 7: Ethical Judgment Essay (20 marks)

A Building Inspector is offered “a small favour” by a property developer in exchange for overlooking a minor compliance issue.

Write a short essay in which you:

- Analyse the ethical dilemma
- Explain why this conduct is unacceptable
- Discuss the broader implications for governance and the profession

Your answer must demonstrate **ethical reasoning, professional judgment and awareness of public accountability**.

4. ASSESSMENT CRITERIA (SUMMARY)

Learners will be assessed on their ability to:

- Demonstrate accurate and relevant knowledge
- Apply concepts to realistic built-environment scenarios
- Use appropriate terminology and structured reasoning
- Show ethical awareness consistent with the Building Inspector role
- Communicate clearly and professionally

5. ASSESSMENT OUTCOME RULES

Result	Requirement
Competent	$\geq 50\%$ overall AND no critical ethical gaps
Not Yet Competent	$< 50\%$ OR failure to demonstrate ethical reasoning

Learners found **Not Yet Competent**:

- Receive written assessor feedback
- Are reassessed **only on unmet outcomes**
- Maximum of **two reassessments**, per QCTO rules

6. INTEGRATION INTO THE POE (IMPORTANT)

The following **must be included in the KM-01 PoE**:

- The completed summative assessment paper
- Assessor marking guide and comments
- Final competence decision
- Moderator verification

This ensures the PoE provides **verifiable, auditable evidence** of summative competence.

8. Section C: PORTFOLIO OF EVIDENCE (PoE): KM-01

8.1 Purpose of the PoE

The PoE is a **structured collection of evidence** that demonstrates:

- Knowledge acquisition
- Applied understanding
- Ethical reasoning
- Authentic learner work

The PoE supports and validates the summative assessment decision.

9. KM-01 POE CONTENTS (REQUIRED)

The KM-01 PoE must contain the following sections **in this order**:

Section 1: Learner Administrative Documents

- Learner Letter of Commitment
- Certified ID copy
- CV (short)
- Declaration of Authenticity

Section 2: Record of Learning

- Module code
- Credits
- Completion date
- Assessor and moderator signatures

Section 3: Completed Formative Activities

- All required formative tasks
- Evidence of LMS submission (screenshots where applicable)

Section 4: Summative Assessment

- Completed summative assessment
- Learner answers
- Assessor marking and comments

Section 5: R-eflective Knowledge Statement

A short reflective statement (±500 words) addressing:

- Role of ethics in the built environment
- Professional responsibility of a building inspector
- Importance of public safety and compliance

Section 6: Assessor Feedback Report

Section 7: Moderation Report

10. EVIDENCE QUALITY REQUIREMENTS

All evidence must be:

- **Valid** – directly related to KM-01 outcomes
- **Authentic** – learner's own work
- **Current** – produced during the learning period
- **Sufficient** – enough to make a competence judgement

11. ASSESSMENT DECISION RULES

Outcome	Result
All outcomes met	Competent
One or more outcomes not met	Not Yet Competent

Learners found **Not Yet Competent**:

- Receive written feedback
- May be reassessed only on unmet outcomes
- Maximum of **two reassessment opportunities**

12. ROLES AND RESPONSIBILITIES

Learner

- Complete all learning and assessment activities
- Submit authentic evidence
- Adhere to assessment rules and timelines

Assessor

- Prepare learner for assessment
- Assess evidence against outcomes
- Provide clear feedback
- Record results accurately

Moderator

- Verify fairness and consistency
- Confirm assessment decisions
- Recommend approval or corrective action

13. APPEALS AND DISPUTES

Learners may appeal assessment decisions on grounds of:

- Unfairness
- Invalid or unreliable assessment
- Procedural errors

Appeals must be:

- Submitted in writing within **48 hours**
- Addressed by the internal moderator
- Escalated to the QCTO/AQP if unresolved

14. DECLARATION

By submitting this PoE and completing the summative assessment, the learner confirms that all work submitted is their own and that they understand the assessment and appeals process.