

SECTION E – ASSESSOR MARKSHEETS

E1: ASSESSOR FEEDBACK TO LEARNER MODERATOR

Assessor Feedback to learner moderator						
Assessor Declaration of Competence	1 st Attempt		2 nd Attempt		3 rd Attempt	
	Competent	NYC	Competent	NYC	Competent	NYC
Date of declaration						
Feedback to the learner						
Action Plan for Competence and Re-assessment						
The learner moderator was assessed on the following date:						
The learner moderator has not submitted sufficient evidence and is therefore not yet competent.						
The learner moderator is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below)			The learner moderator is required to improve in the following areas:			
Learner Moderator Declaration	I,declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient, and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument.					
Learner Moderator Signature				Date:		
Assessor Signature				Date:		
Internal Moderator Signature				Date:		

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E2: CCFO MARKSHEET

Critical Cross-fields	Competent/ Not Yet Competent	Assessor Comments
Identifying	C	The learner moderator was able to identify information such as all the necessary documents that were needed to endorse the assessment.
Organising	C	The learner moderator was able to organise the Portfolio and the evidence of the learners.
Collecting	C	The learner moderator was able to collect enough activities to provide sufficient evidence to endorse the competent assessment declaration by the assessor.
Communicating	C	The learner moderator showed effective communication skills during the moderation process – meeting with assessor and feedback to the assessor.
Demonstrating	C	The learner moderator demonstrated understanding of the impact of assessments on outcomes-based assessments as well as the impact of the assessment tools that were used.
Contributing	C	The learner moderator was able to show competence in constructive participation throughout the process.
Working	C	The learner moderator showed effectiveness in working in a team – feedback and meeting with the assessor as well as during the activities in the process.

Assessor Signature		Date	
Internal Moderator Signature		Date	

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E3: LEARNER MODERATOR: ASSESSMENT REVIEW

Learner moderator name			
Assessor name			
Date of assessment			
Question		Yes	No
Was the assessment process explained to you before the assessment?			
Did the assessor have a pre-assessment meeting with you?			
Did you receive feedback after the assessment?			
Was the assessment feedback clear enough?			
Did you receive your feedback within the agreed time-frames?			
Do you feel that the assessment was fair?			
Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor?			
Did the assessor explain all the evidence requirements to you?			
Were you given the chance to give your input in terms of the assessment process?			
Was the evidence judged in accordance with the requirements outlined to you?			
Was the feedback provided constructive?			
Was the assessment documentation clear and user-friendly?			
COMMENTS			
Learner Moderator Signature		Date	
Assessor Signature		Date	
Internal Moderator Signature		Date	

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E4: ASSESSOR ASSESSMENT REVIEW

Assessor name			
Date of assessment			
Assessment Review	Agree	Disagree	
The learner provided inputs into the assessment process.			
Before the assessment was conducted the learner understood what criteria and evidence will be used in the assessment process.			
The assessment process was conducted in the learner's work environment.			
The assessment instruments were clear and easily understood by the assessor.			
In similar circumstances the assessor will make the same judgment again.			
The evidence requirements are relevant to the unit standards.			
The evidence identified for this portfolio is sufficient.			
The evidence produced by the learner can be verified as being authentic.			
The assessment methods are suitable for the outcomes being assessed.			
The assessment does not present any barriers for the learner.			
All special needs have catered for and considered during the assessment.			
The assessment instruments were manageable and user-friendly.			
General Comments:			
Assessor Signature		Date	
Internal Moderator Signature		Date	

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E5: ASSESSMENT REVIEW REPORT

Unit Standard Title	Conduct moderation of outcome-based assessments	Unit Standard Number	115759
NQF Level	5	Credits	10
Venue	Peritum Agri Institute	Date	
Learner Moderator Name		Learner Moderator ID Number	
Assessor Name		Assessor Registration Number	

Assessment Guide

Strengths
Clear instructions to the assessor. Evidence matrixes are provided to the assessor. Outlines the assessment process thoroughly.
Weaknesses:
None.
Recommendations:
None at this stage.

Assessment Process

Strengths
Low cost. Easy manageable.
Weaknesses:
None.
Recommendations:
Not at this stage.

Assessment Methods Used

Strengths
Formative and Summative assessments. Practical moderation of two learners.
Weaknesses:

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None.
Recommendations:
Not at this stage.

Assessment Instruments Used

Strengths
We made use of evidence that was formally assessed. The learners did not have assessment of their own workplace to moderate.
Weaknesses:
None.
Recommendations:
Not at this stage.

Learner 's Readiness for Assessment

Strengths
The learner was prepared for the assessment during the training sessions as well as during the pre-assessment meeting.
Weaknesses:
None.
Recommendations:
None.

Unit Standard

Strengths
Outcomes are specific and well defined.
Weaknesses:
None.
Recommendations:
None at this stage.

Assessor Signature		Date	
Internal Moderator Signature		Date	

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E6: APPEAL PROCEDURE

Learner completes the re-assessment and appeals application and delivers to the assessor
Assessor decides on actions to be taken:

- Discuss reasons and appropriate actions with learner
- Learner accepts and follows actions
- Assessor re-assess

Assessor or learner still not satisfied

- Appeals application together with actions taken and complete assessment portfolio to the internal moderator

Internal moderators discuss with assessor and learner together next steps and recommendations

- Re-assessment by moderator

Learner still not satisfied with results

- Appeals application, actions taken and complete assessment portfolio to the ETQA for verification

The assessor has to provide the moderator with all appeals and re-assessment applications regardless of if the learner accepts the results of the re-assessment or not.

Reassessment should comply with the following conditions:

- Reassessment should take place in the same situation or context and under the same conditions
- The same method and assessment instrument may be used, but the task and materials should be changed. However, they should be of the same complexity and level as the previous one(s).
- Where the methods and instruments are changed, they must be appropriate for the outcomes specified.
- On Appeal the learner must complete and sign the appeals application (see appendix B)
- On reassessment the initial assessment plan should be extended and accepted by the learner .

NOTE:

Where several outcomes have been assessed and some, but not all, were achieved successfully, a decision has to be made about the credits for the successful outcomes, i.e. will the learner be able to retain these credits without having to be reassessed? If so, what would the assessment consist of then?

Care should be taken regarding how often reassessment can be taken, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the learner and assessor agree on the number of re-assessments. A learner who is repeatedly unsuccessful should be given guidance on other possible and more suitable learning avenues.

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Learners should be secure in the knowledge that they can appeal against an unfair assessment.

Appeals can be brought against:

- Unfair assessment
- Invalid assessments
- Unreliable assessments
- The assessor's judgment, if considered biased
- Inadequate expertise and experience of the assessor if it influenced the assessment.
- Unethical practices.

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APPEALS APPLICATION

Unit Standard Title		Unit Standard number	
NQF level		Credits	
Venue		Date	
Learner Name		Learner ID number	
Assessor Name and Surname		Assessor Registration number	

1. Please explain how you were assessed:
2. Please list the reason(s) for your appeal:
3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example another assessor, a different assessment method, etc)
4. Please specify any additional requirements or needs you may have:

Learner assessor Signature		Date	
Internal Moderator Signature		Date	

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E7: FINAL ASSESSMENT DECISION

OVERALL ASSESSMENT SCORE	
1. Meets all the criteria for all the specific outcomes of the unit standard.	
2. Meet some, but not all the criteria for the specific outcomes of the unit standard.	
3. Clearly do not meet the criteria for the specific outcomes of the unit standard.	
4. More evidence is required in order to make a judgement of competence.	

VACS Analysis

	PRINCIPLE	ASSESSOR REPORT	MODERATOR REPORT
Validity of evidence	Is the evidence appropriate and related to the specific outcomes?	Yes	Yes
	Was there any evidence that prohibited the learner from meeting the assessment criteria?	No	No
Authenticity of evidence	Is there proof that the evidence is the learner's own work?	Yes	Yes
Currency of evidence	Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. Is the evidence current to the situation?	Yes	Yes
Sufficiency of evidence	Is there enough evidence to meet all the criteria of the specific outcome to certify competency?	Yes	Yes
	Will the learner be deemed competent if the learner's performance is to be reported?	Yes	Yes
Assessor Signature			
Internal Moderator Signature			

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E8: SPECIAL NEED ASSESSMENT

NAME OF COURSE:

DATE OF COURSE:

NAME OF LEARNER:

ID OF LEARNER:

NAME OF ASSESSOR:

EXPLANATION OF SPECIAL NEED:

ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:

LEARNER COMPETENT YES / NO
REASONS IF NOT YET COMPETENT:

LEARNER SIGNATURE		DATE	
ASSESSOR SIGNATURE		DATE	
INTERNAL MODERATOR SIGNATURE		DATE	

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