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| Course Name | Skills Development Facilitator |
| Module Name | Skills Development Facilitator  PoE Workbook |
| Module Code | 606 |
| Version No | 2 (October 2022) |
| Unit Standards | 15217 - NQF 5, 15218 - NQF 6, 15227 - NQF 4, 15228 - NQF 5, 15232 - NQF 5 |
| Credits | 30 |

**Learner PoE Workbook**

**Skills Development Facilitator**

Portfolio of Evidence

|  |  |
| --- | --- |
| **Learner name and surname** |  |
| **Learner ID number or alternative ID** |  |
| **Learner telephone number** |  |
| **Date of submission** |  |
| **Return address for the Portfolio of Evidence** |  |
| **Manager or Supervisor’s Name** |  |
| **Contact details** |  |
| **Special needs** |  |
| **PLEASE INDICATE IF YOU WILL COMPLETE THE PoE PARTLY IN AFRIKAANS:** | |

*I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles*

**Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**LEARNER ORIENTATION**

This learning programme is based on the following unit standards:

Refer to the Unit Standard Guide.

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| **Unit standard ID:** | **Unit standard title:** |
| 15217 | Develop an organisational training and development plan |
| 15218 | Conduct an analysis to determine outcomes of learning for skills development and other purposes |
| 15227 | Conduct skills development administration in an organization |
| 15228 | Advise on the establishment and implementation of a quality management system for skills development practices in an organization |
| 15232 | Coordinate planned skills development interventions in an organisation |

**Portfolio of Evidence**

Your portfolio of evidence is the combination of the Formative and Summative assessment. It is critical that you keep a copy of the whole portfolio as the assessor's comments will refer to specific page numbers of the portfolio.

**INSTRUCTIONS TO THE LEARNER:**

1. This Learner PoE Workbook is designed to assist you in compiling your Portfolio of Evidence.
2. Learners must comply with the following Code of Conduct during facilitation sessions:

* Learners will abide by the time frames for training as contracted with them by the facilitator/assessor.
* Learners will sign the attendance register on each day of training.
* Learners must complete the **Learner Registration Form** and evaluate the training after completion on the **Learner Feedback Form**.
* Learners that are assessed to obtain credits towards a qualification, have to sign the assessment contract and have to complete all assessments as instructed by the assessor.
* If a learner cannot attend the training/assessment opportunity, the reasons for his absence must be registered with the responsible person(s) of the contracted client.
* Learners will treat each other and the facilitator with respect during the training/assessment opportunity.
* Learners must ensure that cell phones must be switched off during training.

1. Ensure that you initial every page of your Portfolio of Evidence in the space provided on the bottom of each page. This is important to ensure authenticity.
2. Learner must sign all documents required in sections A and D.
3. ALL formative and summative activities must be completed in order to be deemed competent against the unit standard.
4. The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.
5. The learner must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.
6. The learner must make himself aware of the Re-assessment and Appeals Procedure.

**CV, HIGHEST QUALIFICATION and ID of Learner**

**SUBMIT YOUR CERTIFIED COPY OF ID, HIGHEST QUALIFICATION AND SIGNED CV AFTER THIS PAGE.**

**Assessment Information**

**Assessment Details**

|  |  |
| --- | --- |
| **LEARNER INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| Postal address |  |
| **ASSESSOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |
| **MODERATOR INFORMATION** | |
| Name |  |
| Identity number |  |
| Telephone no |  |
| E-mail address |  |

**DECLARATION OF AUTHENTICITY**

I, ........................................................................................................ (Full names of Learner), declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another Learner’s work, I may forfeit the opportunity to be assessed.

The following are items or documents that are not entirely my own original work:

|  |  |
| --- | --- |
| **Name of document** | **Page nr/Section in portfolio** |
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**Signature of Learner Date**

**PRE-ASSESSMENT MEETING CHECKLIST**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner** |  | **Unit Standard Number** |  | | **Credits** |  |
| **Assessor** |  | **Unit Standard Title** |  | | **Level** |  |
| **Moderator** |  | | | | | |
| **Nr** | **Points to be Covered** | | | | | **** |
| 1 | Welcome the Learner and put them at ease. | | | | |  |
| 2 | Explain the purpose and objectives of the meeting. | | | | |  |
| 3 | Provide clear explanations of the key elements and implications of standards-based assessments within the context of the NQF. | | | | |  |
| 4 | Explain the assessment process and the principles of good assessment practice. | | | | |  |
| 5 | Explain the roles and responsibilities of the Learner, assessors and moderators. | | | | |  |
| 6 | Explain the Learner’s rights, discuss the appeal process and reassessment policies. | | | | |  |
| 7 | Provide Learner with a copy of the relevant unit standard and criteria against which they will be assessed. | | | | |  |
| 8 | Discuss and identify any special assessments needs of the Learner. | | | | |  |
| 9 | Identify and eliminate any unfair barriers e.g. language, disabilities. | | | | |  |
| 10 | Discuss the evidence requirements with the Learner and agree on evidence the Learner must submit. | | | | |  |
| 11 | Explain and agree the best assessment methods, instruments and activities to be used | | | | |  |
| 12 | Ensure the assessment environment and activities are aligned with recognized codes of practice, health and safety procedures and standards operating procedures | | | | |  |
| 13 | Agree on an assessment schedule with the Learner, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan. | | | | |  |
| 14 | Discuss the importance of confidentiality of all information. | | | | |  |
| 15 | Discuss the moderation and certification process. | | | | |  |
| 16 | Give the Learner opportunity to seek clarification on any items discussed. | | | | |  |
| 17 | Provide the Learner with a copy of the assessment contract which is signed and safely stored away. | | | | |  |
| 18 | Explain how the learner will be supported during the assessment process. | | | | |
| **Declaration of understanding** | | | | | | |
| I am ready for the assessment. | | | | | |  |
| I declare that the points of the Pre-Assessment Meeting Checklist were explained by the assessor. | | | | | |  |
| I declare that I have received copies of the Unit standards, assessment plan/schedule and copies of the relevant policies and procedures pertaining to my assessment. | | | | | |  |
| **ASSESSOR’S SIGNATURE** | | | | **DATE** | | |
| **LEARNER’S SIGNATURE** | | | | **DATE** | | |

**Learner Assessment Contract**

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| Learner name: |  |
| Assessor name: |  |
| Unit standard assessed: | 15217 - NQF 5, 15218 - NQF 6, 15227 - NQF 4, 15228 - NQF 5, 15232 - NQF 5 |
| Date: |  |
| **Your rights as a learner:**   * You have the right to appeal against any judgement given as a result of any assessment. You must have a valid reason for doing this. * You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter. * You can ask that an impartial observer attend any assessment. This observer may not take part in the assessment. * If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderation on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification. * If you are found NOT YET COMPETENT, your assessor will encourage you to master the areas where you have not reached competency. You are required to arrange a new assessment date with the assessor. The assessor can only permit two re-assessments. If you as the learner has not reached competence after the three assessment attempts, your assessor may remove you from the programme and will direct you towards another learning path. | |
| **Confidentiality**  Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process. | |
| **Consent**  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the learner, hereby state that I have read the above and understood the content thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan.  Learner signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**Section B: Formative Assessments**

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| **Individual Formative Exercise 1** | | | | | |
| **Instruction: In your group**:   1. Using the information in your LG, list the competencies a SDF should have to perform his/her job effectively. 2. In the second column, explain why each competency is important. 3. Each group member should rate him/herself on a scale from 1 (Not competent) to 5 (Extremely competent). 4. For all group members who is at a 3 or below, identify the development intervention that would overcome the competency gap.   **(Template on next page – Compile own if space is not enough)** | | | | | |
| **Time Frame: 1 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **LIST OF SDF COMPETENCIES** | **IMPORTANCE/RELEVANCE OF COMPETENCY** | **GROUP MEMBER & RATING** | **TRAINING/DEVELOPMENT INTERVENTION** |
| Eg: Time management | Imperative that WSP, ATR, Internal planning and budgeting is done according to deadlines | Alta – 2  Rina – 5  Ntabi – 4  Tsepo - 3 | Alta: Time management/Project management training  Tsepo: Internal mentoring and coaching regarding time management |
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| **Individual Formative Exercise 2** | | | | | |
| **Instruction:**   1. Explain how your company/organisation currently does skills planning. Use the following headings in your discussion:    1. Process    2. Documentation and forms used    3. Recognition of achievements    4. Role players    5. Types of interventions    6. How are employees informed of training interventions? 2. Critique your company’s process and give recommendations by using the following headings:    1. Appropriateness    2. Fit for business size    3. Complexity    4. Communication   **(Typed - at least 4 pages)** | | | | | |
| **Time Frame: 2 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 3** | | | | | |
| **Instruction:**  1. Name all the role players and stakeholders in your skills development process.  2. Explain the role that they play in the process.  3. How will you get their inputs?  3. Explain how your training interventions will address the needs of the company/organisation. | | | | | |
| **Time Frame: 3 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 4** | | | | | |
| **Instruction**:   1. Using the information and templates in the learner guide, develop a Skills Development Project Plan template as well as an Action Plan template for your company/organisation. 2. Submit a copy of a Personal Development Plan of one of the employees of your company/organisation. | | | | | |
| **Time Frame: 1 hour** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 5** | | | | | |
| **Instruction**:  1. List the source documentation in your organisation that you will use when you do your skills audit. These sources could be both internal and external.  2. Also describe the process you would follow to gather the information. | | | | | |
| **Time Frame: 1 hour** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 6** | | | | | |
| **Instruction**:  1. List the types of training interventions most appropriate to your organisation.  2. Explain the role of each listed.  3. Using the information and templates from the learner guide, develop a skills matrix for your company/organisation. | | | | | |
| **Time Frame: 1 hour** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 7** | | | | | |
| **Instruction**:  1. List what you consider to be your organisation’s training priorities in sequence of importance and explain why.  2. Indicate the human, financial and physical resources needed for each priority. | | | | | |
| **Time Frame: 1 hour** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 8:** | | | | | |
| **Instruction: In your group**:  Design a coloured poster that would promote a learning culture in your organisation.  Remember: Topic, date, venue, time, who may attend, etc. | | | | | |
| **Time Frame: 2 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 9** | | | | | |
| **Instruction**:  Compile a checklist that you, the SDF, would use to ensure that logistical arrangements for training interventions to run smoothly.  Include the details for the following:   * Documentation that needs to be prepared * The venue * Refreshments * Equipment * Security * Travel and accommodation | | | | | |
| **Time Frame: 1 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 10** | | | | | |
| **Instruction: In your group**:  Design an evaluation form which could be used for internal as well as external training presented. Criteria should include:   * General information * Programme contents * Facilitator rating * Program materials * Venue * Training provider * Pre-training support * Post-training support | | | | | |
| **Time Frame: 2 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Formative Exercise 11** | | | | | |
| **Instruction**:  Compile a checklist that you, the SDF, would use to ensure that your company adheres to the quality requirements of SAQA in terms of skills development.  Use all the information in Module 4 in your learner guide, as well as the following SAQA guidelines regarding Quality Management Systems:   * NQF and Quality Assurance * Quality Management Systems for ETQAs * Quality Management Systems for Education and Training Providers * Criteria and Guidelines for Providers | | | | | |
| **Time Frame: 1 hours** | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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**Section C: Summative Assessment**

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| **Individual Summative 1** | | | | | |
| What is the role of the SETAs on the demand side? Name any 5 . | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 2** | | | | | |
| What are the functions of SAQA? Name any 5. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 3** | | | | | |
| Explain what the difference between Mandatory and Discretionary grants is. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 4** | | | | | |
| Name any 6 functions of an SDF. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 5** | | | | | |
| What is the role of the training committee? | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 6** | | | | | |
| Name the steps in the Skills Audit process. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 7** | | | | | |
| Explain in your own words what is a Skills Programme. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 8** | | | | | |
| Name the logistical arrangements that should be kept in mind when arranging a training intervention. | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Individual Summative 9** | | | | | |
| What is an Annual Training Report? | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Section D: Practical assessment** |

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| **Exercise 1:** | | | | | |
| **Instructions:**  Using the development plan and action plan compiled in Formative Exercise 4, write a comprehensive report on how you have to plan to implement skills development in your organisation/company. Please ensure that you use the following headings and discuss each item comprehensively:  1. Register and train a workplace skills facilitator  2. Establish a training committee - names and roles of members must be noted.  3. Identify organisation strategic skills requirements - keep in mind the race and gender of your employees   * Outcomes Matrix per department * For entire organisation   4. Workplace skills audit   * Generate skills profiles * Employee self-assessment against role profiles * Learning strategized   5. How to compile and submit the WSP of your company/organisation:   * Quality assurance * Train assessors * Train moderators * Develop in house learning programmes * Identify accredited external training providers * Register learning site   6. Performance Management   * Performance Discussions * Personal Development Plans   7. Capture and manage learning database  **Your report should at least be 15 typed pages. Ensure to attach all supporting documentation** | | | | | |
| **Time Frame**: 30 hours | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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| **Exercise 2:** | | | | | |
| **Instructions:**  **Use the Quality checklist designed in Formative Exercise 11 to:**   1. Evaluate your company’s Skills Development Quality Management System. 2. Develop an action plan to address the shortfalls of your company’s system.   **Please Note: The completed checklist as well as your action plan must be included in your PoE.** | | | | | |
| **Time Frame**: 30 hours | | | | | |
| **First attempt** | | **Second attempt** | | **Third attempt** | |
| Competent | Not yet competent | Competent | Not yet competent | Competent | Not yet competent |
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**Section E: Assessor Mark Sheets**

**Assessment plan and Assessor Declaration of Learner Competence**

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| --- | --- | --- | --- | --- | --- | --- |
| **Outcomes of each unit standard** | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competency** | |
| **Date** | **Initial of assessor** | **C** | **NYC** |
| **US 15217** | | | | | | |
| SO 1:Conduct an analysis to identify and define the skills requirements of the organisation. | 1.1. The method and scope of the analysis is planned thoroughly and ensures effective and efficient analysis. | Group Formative 1  Individual formative 2  Summative 1 |  |  |  |  |
| 1.2. Information is gathered from relevant sources in accordance with the plan. | Individual Formative 5  Practical Exercise 1  Summative 2 |  |  |  |  |
| 1.3. The range of sources utilised is sufficient to confirm the accuracy and validity of the information. | Individual Formative 5  Practical Exercise 1  Summative 3 |  |  |  |  |
| 1.4. The described skills requirements cover all key performance areas or jobs needed to achieve the organisational objectives. | Group Formative 1  Individual formative 2 |  |  |  |  |
| 1.5. The skills requirements are defined in outcome terms and in sufficient detail to support further analysis, planning and decision-making. | Individual Formative 4  Practical Exercise 1 |  |  |  |  |
| SO 2: Analyse current skills and develop skills profile of the organisation. | 2. 1. The method and scope of the analysis is planned thoroughly and ensures effective and efficient analysis. | Individual Formative 4  Practical Exercise1 |  |  |  |  |
| 2. 2. Methods of analysis used are cost effective, appropriate to the context and required data and in accordance with the plan. | Individual Formative 4  Practical Exercise1 |  |  |  |  |
| 2.3. Analysis methods and results are recorded clearly and in sufficient detail to facilitate further interpretation and validation of the analysis. | Individual Formative 4  Practical Exercise1 |  |  |  |  |
| 2.4. The skills profile is an accurate reflection of the current skills in the organisation. | Individual Formative 4  Practical Exercise1 |  |  |  |  |
| 2.5. The current skills are defined in outcome terms and in sufficient detail to support further analysis, planning and decision-making. | Individual Formative 4  Practical Exercise1 |  |  |  |  |
| SO 3: Define training and development needs and establish priorities. | 3.1. The definition of the needs is consistent with the analysis of the current skills and skills requirements. | Individual Formative 6  Individual Formative 7  Practical Exercise 1  Summative 8 |  |  |  |  |
| 3.2. The needs are defined in outcome terms and in sufficient detail to support further analysis, planning and decision-making. | Individual Formative 6  Individual Formative 7  Practical Exercise 1 |  |  |  |  |
| 3.3. Established skills priorities are confirmed against organisational strategic objectives and equity plans. | Individual Formative 6  Individual Formative 7  Practical Exercise 1 |  |  |  |  |
| 3.4. The priorities are reported in terms of race and gender categories in line with organisational and legislative requirements. | Individual Formative 6  Individual Formative 7  Practical Exercise 1 |  |  |  |  |
| 3.5. Implications for addressing the needs are identified in terms of human, financial, and physical resources. | Individual Formative 6  Individual Formative 7  Practical Exercise 1 |  |  |  |  |
| SO 4: Develop a training and development plan. | 4.1. The plan is developed through and supported by participative structures involving key stakeholders, decision-makers and strategists. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.2. The current capacity and capability of human and physical resources are evaluated in terms of their ability to meet priority training and development needs. Plans allocate human, physical and financial resources effectively. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.3. Plans are sufficient to address the identified training and development needs according to established priorities. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.4. Motivations are provided to demonstrate how learning provision will address the needs appropriately and effectively. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.5. The plan addresses specified categories and is presented in a format as per organisational and/or legislative requirements. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.6. The completed plan accurately reflects the analysis of present and required skills, training and development needs, agreed priorities and the means to address the needs. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| 4.7. The plan is ready for submission within agreed time frames. | Individual Formative 3  Practical Exercise1 |  |  |  |  |
| Assessment decision: | Name and signature of Assessor: | | Assessment result | | YES | NO |
| Name and signature of moderator: | | Assessment result confirmed: | | YES | NO |
| Moderator comments | | | | | | |

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| **Outcomes of each unit standard** | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competency** | |
| **Date** | **Initial of assessor** | **C** | **NYC** |
| **US 15218** | | | | | | |
| SO 1: Plan and organise the analysis process. | 1.1. The scope and purpose of the analysis is defined in line with organisational or sub-field requirements and aligns with intended reasons for formal recognition of outcomes of learning. | Individual formative 2  Individual formative 4  Practical Exercise 1, 2 |  |  |  |  |
| 1.2. The form of the analysis selected is appropriate to the skill areas to be analysed and enables the analyst to identify outcomes appropriate to those areas. | Individual formative 2  Individual formative 4  Practical Exercise 1 |  |  |  |  |
| 1.3. Possible sources of information are identified and selected in terms of their potential to provide details of skills, knowledge and attributes required by people in relation to key roles and/or work processes. | Individual formative 2  Individual formative 4  Practical Exercise 1 |  |  |  |  |
| 1.4. People with an established interest in the results of the analysis are identified and the nature of their contribution is confirmed in accordance with organisational or national policies and procedures. Sufficient notification is provided to ensure participants are aware of times, venues and purpose of any activities related to the analysis process. | Individual formative 2  Individual formative 4  Practical Exercise 1  Summative 4 |  |  |  |  |
| 1.5. All resources needed to ensure an effective process are obtained so as to be ready and available on time | Individual formative 2  Individual formative 4  Practical Exercise 1 |  |  |  |  |
| 1.6. Insights gained from similar processes are incorporated into the planning and preparation. | Individual formative 2  Individual formative 4  Practical Exercise 1 |  |  |  |  |
| SO 2: Conduct the analysis. | 2.1. Clear definitions are provided to participants concerning the nature and purpose of any outcomes analysis workshops. The nature and purpose are confirmed with relevant stakeholders where necessary. | Practical Exercise1 |  |  |  |  |
| 2.2. Information is collected and recorded using structured data collection methods. | Practical Exercise1 |  |  |  |  |
| 2.3. The information is checked and verified for completeness, relevance and validity. | Practical Exercise1 |  |  |  |  |
| 2.4. Group processes and dynamics are managed to ensure the achievement of the workshop purposes. | Practical Exercise1 |  |  |  |  |
| 2.5. The analysis yields outcomes that are realistic, current and fit for purpose in terms of the needs of the organisation or sub-field concerned. | Practical Exercise1 |  |  |  |  |
| SO 3: Develop and verify a matrix of outcomes. | 3.1. The matrix reflects the outcomes needed within the defined scope and a clear rationale is provided and endorsed in terms of the established needs for recognition. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.2. The matrix is continually updated so as to reflect changes that emerge through the design and implementation process. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.3. The outcomes are written in precise and meaningful language, consistent with normal and/or sub-field usage. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.4. Outcome statements are presented in the format required by approval bodies and are unique to the organisation. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.5. The presentation of the matrix allows for easy access to and interpretation of the information and Outcomes are clearly linked to the various roles or disciplines within the scope of the analysis. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.6. The Outcomes describe results of applying skill and knowledge and avoid describing methods and procedures. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.7. Key stakeholders are consulted, through structured processes, concerning the usefulness, relevance, validity and size of the proposed Outcomes. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| 3.8. Agreed changes are made to reflect the inputs of key stakeholders, if necessary. | Individual formative 6  Practical Exercise1 |  |  |  |  |
| Assessment decision: | Name and signature of Assessor: | | Assessment result | | YES | NO |
| Name and signature of moderator: | | Assessment result confirmed: | | YES | NO |
| Moderator comments | | | | | | |

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| **Outcomes of each unit standard** | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competency** | |
| **Date** | **Initial of assessor** | **C** | **NYC** |
| **US 15227** | | | | | | |
| SO 1: Collate and store data related to skills development | 1.1. Data is obtained from valid sources. | Individual Formative 3 & 5 |  |  |  |  |
| 1.2. The data is verified for accuracy. | Individual Formative 4 & 11  Practical Exercise1 |  |  |  |  |
| 1.3. Data is recorded and captured accurately within pre-determined timeframes according to organisational policies and procedures. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 1.4. The data is updated accurately. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 1.5. Problems experienced in the collation and storage of data are resolved directly or referred to relevant persons with the required competency and/or authority. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| SO 2: Provide information related to skills development. | 2.1. The purpose, nature and scope of the request to retrieve and present information are accurately established and interpreted correctly. | Individual Formative 11  Practical Exercise1  Summative 9 |  |  |  |  |
| 2.2. Requests that fall outside the defined responsibilities or authority of the candidate are referred to the appropriate person. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 2.3. The information is retrieved and provided in the form and manner appropriate to the needs of the recipient. | Individual Formative 11  Practical Exercise1  Summative 9 |  |  |  |  |
| 2.4. The information is presented in a manner that demonstrates respect for the individuals about whom information is given. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 2.5. The information provided is accurate, current and relevant. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 2.6. The information is provided in sufficient detail to allow parties to make informed decisions related to the purpose for which the data has been retrieved. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 2.7. The information is provided in a manner that is consistent with organisational policy and procedures. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 2.8. Confidentiality is maintained according to organisational policies and procedures. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| SO 3: Contribute to the improvement of systems and procedures related to processing skills. | 3.1. Problems related to the processing of skills development data are identified and solutions are arrived at for their solution | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| 3.2. Recommendations are made to relevant people to improve systems and procedures | Individual Formative 11  Practical Exercise1  Summative 9 |  |  |  |  |
| 3.3. Organisational constraints are taken into account when making the recommendations. | Individual Formative 11  Practical Exercise1 |  |  |  |  |
| Assessment decision: | Name and signature of Assessor : | | Assessment result | | YES | NO |
| Name and signature of moderator: | | Assessment result confirmed: | | YES | NO |
| Moderator comments | | | | | | |

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| **Outcomes of each unit standard** | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | **Assessed** | | **Competency** | |
| **Date** | **Initial of assessor** | **C** | **NYC** |
| **US 15228** | | | | | | |
| SO 1: Assist in the identification and interpretation of quality assurance. | 1.1. Current national, sectoral and organisational quality assurance requirements related to skills development are correctly identified from valid sources. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 1.2. Information is provided to management, with executive power, to allow for the design of an enabling policy environment in the organisation that is aligned with the objectives of the National Qualifications Framework and skills development legislation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 1.3. An appropriate quality standard is identified for the organisation's quality management system for skills development. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 1.4. Appropriate action is taken to obtain adoption of the identified quality standard by the organisation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| SO 2: Plan and prepare to assist in the design and establishment of a quality management system | 2.1. A plan is drawn up according to best planning practices to design a quality management system for skills development practices appropriate to the size and nature of the organisation. | Individual Formative 11  Practical Exercise 2  Summative 6 |  |  |  |  |
| 2.2. The plan is fit for purpose according to the size and nature of the organisation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 2.3. A quality team is established that has the authority and resources to design and establish a quality management system for skills development. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 2.4. The size of the team is appropriate to the nature and size of the organisation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| SO 3: Assist in the design of a quality management system for skills development practices. | 3.1. Stakeholders are identified in the use of the quality management system and are given opportunities to contribute to the process to develop the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.2. The quality team is assisted to sufficiently identify and define the key processes in the organisation that critically influence quality related to the skills development interventions identified in the organisation's skills development plan. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.3. The quality management system clearly specifies the processes, procedures and measurements required to ensure skills development services are within the limits of acceptable quality. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.4. The quality management system is capable of making sure that agreed customer requirements are consistently met. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.5. The quality management system makes provision for the allocation of responsibilities and authority to achieve quality objectives at organisation, team and individual level. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.6. The quality management system complies with the identified quality standard, and meets the requirements set by relevant Education and Training Quality Assurance Bodies and relevant legislation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.7. Explanations are provided of how the quality management system will contribute to national and organisational strategic objectives. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.8. Explanations are provided of how the quality management system will promote the values described in the Bill of Rights and the principles underpinning relevant legislation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 3.9. The quality management system is validated for appropriateness and practicality with stakeholders before it is submitted for approval. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| SO 4. Assist in the development of effectiveness indicators for skills development practices. | 4.1. Stakeholders to monitor and evaluate the effectiveness indicators are identified and given opportunities to contribute to the process of developing the indicators. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.2. The quality team is assisted to develop observable and appropriate effectiveness indicators to measure the effectiveness and impact of the skills development practices. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.3. The effectiveness indicators relate to the Standards (e.g. NQF Qualifications and/or Unit Standards) linked to each learning intervention. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.4. The identified effectiveness indicators relate to the objectives set by the organisational skills plan at organisational, team and individual level for each learning intervention. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.5. The identified effectiveness indicators cover reporting requirements set at national, sectoral and organisational levels by relevant legislation and organisational policies. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.6. The proposed indicators are justified in terms of the values of actively affirming target groups of learners and avoiding unfair discrimination against any learners. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 4.7. The proposed indicators and measurement procedures are validated for appropriateness and practicality with stakeholders before submitting them for approval. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| SO 5: Assist in the establishment of a quality management system for skills development practices. | 5.1. A plan is drawn up according to best planning practices to establish a quality management system for skills development practices appropriate to the size and nature of the organisation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 5.2. Clear policies and procedures required by the quality management system and to measure the identified effectiveness indicators are developed appropriate to the nature and size of the organisation in accordance with organisational policy and procedures, legislation and best practice. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 5.3. Resources appropriate to the capacity, nature and size of the organisation to establish and implement the quality management system are identified. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 5.4. Management with executive powers is advised to provide for the identified resources in the organisation's business plan. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 5.5. Management with executive powers is advised to take appropriate actions to communicate the aims, policies and procedures of the quality management system for skills development to relevant people in the organisation in a way that is clear and sufficiently detailed, and allows adequate time for preparation. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| SO 6: Assist in the implementation and improvement of a quality management system for skills development. | 6.1. Effectiveness indicators are accurately measured and recorded according to the requirements of the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 6.2. Skills development practices are evaluated and reviewed according to the requirements of the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 6.3. Appropriate actions to improve effectiveness and impact are identified, recommended and implemented according to the requirements of the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 6.4. Non-conformities are evaluated and clear and appropriate corrective and preventive actions are recommended according to the requirements of the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| 6.5. Results and benefits of assuring quality are communicated at times most likely to gain the commitment of stakeholders in the quality management system. | Individual Formative 11  Practical Exercise 2 |  |  |  |  |
| Assessment decision: | Name and signature of Assessor : | | Assessment result | | YES | NO |
| Name and signature of moderator: | | Assessment result confirmed: | | YES | NO |
| Moderator comments | | | | | | |

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| **Outcomes of each unit standard** | | **Assessment criteria** | **Delineation of method of assessment**  **(Formative / Summative)** | | **Assessed** | | **Competency** | |
| **Date** | **Initial of assessor** | **C** | **NYC** |
| **US 15232** | | | | | | | | |
| SO1: Identify and prioritise learners' learning requirements. | 1.1. Learning requirements are identified and defined in outcome terms at individual and group level. | | | Individual Formative 6  Practical Exercise 1 |  |  |  |  |
| 1.2. Justifications for learning programmes are provided in terms of available needs analyses. | | | Individual Formative 6  Practical Exercise 1 |  |  |  |  |
| 1.3. Learning outcomes are confirmed with relevant stakeholders. | | | Individual Formative 6  Practical Exercise 1 |  |  |  |  |
| 1.4. Priorities are established using agreed criteria and policies. | | | Individual Formative 6  Practical Exercise 1 |  |  |  |  |
| 1.5. Decisions are consistent with learner and organisational needs and take into account costs versus benefits. | | | Individual Formative 6  Practical Exercise 1 |  |  |  |  |
| 1.6. Prioritisation is matched with available resources, including budget, facilities, personnel and learning opportunities. | | | Individual Formative 6  Individual Formative 7 |  |  |  |  |
| SO 2: Plan and organise learning interventions. | 2.1. Individuals and organisations are assisted to identify and consider options for implementation of education, training and development plans. | | | Individual Formative 6  Individual Formative 9 |  |  |  |  |
| 2.2. The selection of providers ensures a suitable match between identified needs of the learner/s and the availability, experience, expertise, resources and delivery style of the providers. | | | Individual Formative 6  Individual Formative 9 |  |  |  |  |
| 2.3. Selection of provider/s and learners allows identified learning requirements to be met within available resources and according to established priorities. | | | Individual Formative 6  Individual Formative 9 |  |  |  |  |
| 2.4. Plans take into account the culture of the organisation and lessons learnt from other interventions. | | | Individual Formative 6  Individual Formative 9 |  |  |  |  |
| 2.5. Location, facilities and equipment support learning requirements and are ensured to be ready and available. | | | Individual Formative 6  Individual Formative 9 |  |  |  |  |
| 2.6. Interventions are promoted, grouped and scheduled to accommodate stakeholder requirements and learner availability. | | | Individual Formative 6  Individual Formative 9  Group formative 8  Summative 4 |  |  |  |  |
| SO 3: Coordinate learning interventions. | 3.1. Coordination activities are carried out according to the plan. | | | Individual Formative 6  Individual Formative 7 |  |  |  |  |
| 3.2. Communication is maintained between involved parties in such a way as to maximise efficiency. | | | Individual Formative 6  Individual Formative 7 |  |  |  |  |
| 3.3. Implementation difficulties are addressed through appropriate mechanisms. | | | Individual Formative 6  Individual Formative 7 |  |  |  |  |
| 3.4. Records are maintained to reveal the progress of learning interventions | | | Individual Formative 6  Individual Formative 7 |  |  |  |  |
| SO 4: Review and report on learning interventions. | 4.1. Reviews provide information on the strengths and weaknesses of the learning interventions. | | | Individual formative 10  Practical Exercise 1  Summative 9 |  |  |  |  |
| 4.2. Recommendations made have the potential to improve the planning and implementation of future learning interventions. | | | Individual formative 10  Practical Exercise 1 |  |  |  |  |
| 4.3. Outcomes are reviewed for conformity with identified needs so as to define and determine successes and discrepancies. | | | Individual formative 10  Practical Exercise 1 |  |  |  |  |
| 4.4. Learning data is recorded in accordance with quality management requirements for format and content. | | | Individual formative 10  Practical Exercise 1 |  |  |  |  |
| Assessment decision: | Name and signature of Assessor: | | | | Assessment result | | YES | NO |
| Name and signature of moderator: | | | | Assessment result confirmed: | | YES | NO |
| Moderator comments | | | | | | | | |

**CCFO Marksheet**

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| **Critical Cross-fields** | | **Competent/ Not Yet Competent** | **Assessor Comments** | | |
| Identifying | | C | The learner was able to identify documents and processes in the company/organisation and make recommendations where necessary. | | |
| Organising | | C | The learner was able to organise documents and information to structure the development processes in the company/organisation. | | |
| Collecting | | C | The learner was able to collect information from the company/ organisation and analyse it to be able to plan the development of the employees of the company/ organisation. | | |
| Communicating | | C | The learner was able to communicate within the group work as well as efficiently back at the workplace. | | |
| Demonstrating | | C | The learner demonstrated understanding of the processes and could transfer the knowledge into workable plans and documents. | | |
| Science | | C | The learner was able to use science in the developing of the different plans and templates. | | |
| Working | | C | The learner was able to identify the stakeholders and work effectively within the teams. | | |
| **Assessor Signature** |  | | | **Date** |  |
| **Moderator Signature** |  | | | **Date** |  |

**Assessment Decision**

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

**VACS Analysis**

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| **Assessor Name** | | |  | | | |
| **Date of Evaluation** | | |  | | | |
|  | | **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 | |
| **Moderator Signature** |  | | | **Date** |  | |
| **Assessor Signature** |  | | | **Date** |  | |

**Re-assessment and 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 moderator discusses 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 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?

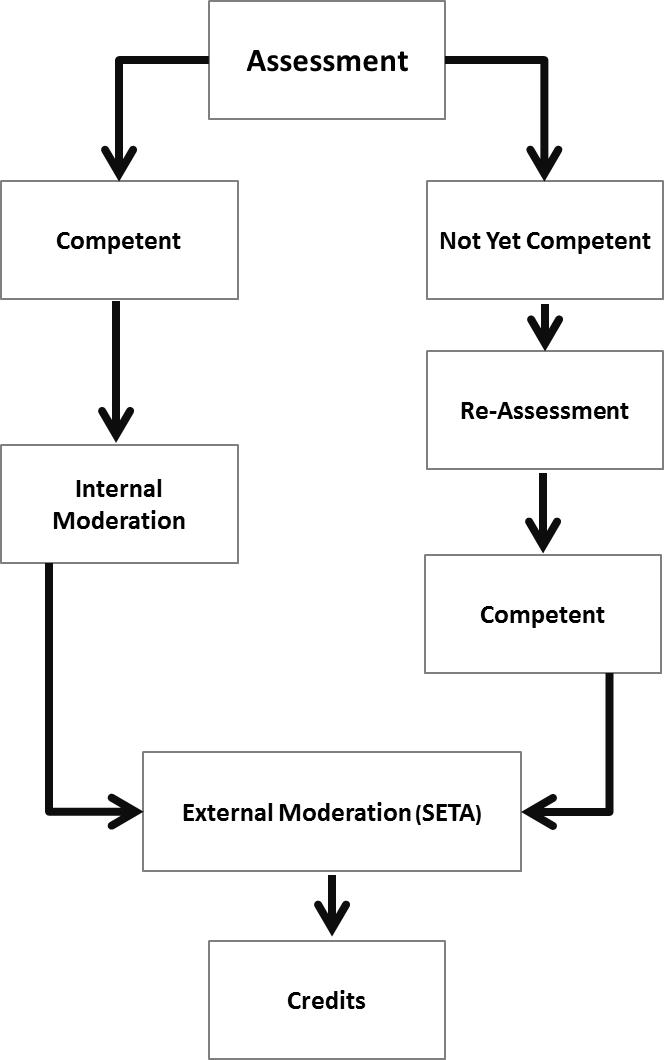
Care should be taken regarding **how often reassessment can be taken**, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the learner and assessor agree on the number of re-assessments. **A learner who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

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.

**Appeals Procedure**

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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** |  |

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| **1. Please explain how you were assessed:** |
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| **2. Please list the reason(s) for your appeal:** |
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| **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)** |
|  |
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| **4. Please specify any additional requirements or needs you may have:** |
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| **Learner Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

| **Assessor Feedback to learner** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessor Declaration of Competence | | 1st Attempt | | | 2nd Attempt | | | | 3rd Attempt | |
| Competent | NYC | | Competent | | NYC | | Competent | NYC |
|  |  | |  | |  | |  |  |
| Date of declaration | |  | | |  | | | |  | |
| Feedback | |  | | |  | | | |  | |
| **Action Plan for Competence and Re-assessment** | | | | | | | | | | |
| The learner was assessed on the following date: | | | | |  | | | | | |
| The learner has not submitted sufficient evidence and is therefore not yet competent. | | | | | | | | | | |
| The learner is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below) | | | | The learner is required to improve in the following areas: | | | | | | |
|  | | | |  | | | | | | |
|  | | | |  | | | | | | |
| **Learner 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’s Signature** |  | | | | | **Date:** | |  | | |
| **Assessor’s Signature** |  | | | | | **Date:** | |  | | |
| **Moderator’s Signature** |  | | | | | **Date:** | |  | | |

**Learner: Assessment Review - please tick with a √ in the applicable column**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner 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 Signature** |  | **Date** |  | | |
| **Assessor Signature** |  | **Date** |  | | |
| **Moderator Signature** |  | **Date** |  | | |

**Assessor: Assessment Review - please tick with a √ in the applicable column**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** | |  | |
| **Moderator Signature** | |  | **Date** | |  | |

**Assessment Review Report**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard Title** | **SDF** | **Unit Standard Number** | **15217 - NQF 5, 15218 - NQF 6, 15227 - NQF 4, 15228 - NQF 5, 15232 - NQF 5** |
| **NQF Level** | **6** | **Credits** | **30** |
| **Venue** | **Peritum Agri Campus** | **Date** |  |
| **Learner Name** |  | **Learner ID Number** |  |
| **Assessor Name** |  | **Assessor Registration Number** |  |

**Assessment Guide**

|  |
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| **Strengths** |
| The guide is user-friendly and easy understandable. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Process**

|  |
| --- |
| **Strengths** |
| Followed the principles of assessment and was manageable to do. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Methods Used**

|  |
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| **Strengths** |
| The methods were designed to assess the learner's ability to apply the knowledge in a constructive and planned manner. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Assessment Instruments Used**

|  |
| --- |
| **Strengths** |
| The instruments assessed the complete process of skills development in a company/organisation. The learner had to show competence in developing documents to use in the process as well as show competence in the execution of skills development in their company or organisation. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Learner's Readiness for Assessment**

|  |
| --- |
| **Strengths** |
| The learners attended the Pre-assessment meeting and declared that they were ready for the assessment. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

**Unit Standard**

|  |
| --- |
| **Strengths** |
| The Unit Standards give guidance of what the learner needs to demonstrate. It was re-registered. |
| **Weaknesses:** |
| None. |
| **Recommendations:** |
| None. |

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| --- | --- | --- | --- |
| **Assessor**  **Signature** |  | **Date** |  |
| **Moderator**  **Signature** |  | **Date** |  |

**SPECIAL NEED ASSESSMENT**

NAME OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE OF COURSE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF ASSESSOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXPLANATION OF SPECIAL NEED/LANGUAGE BARRIER:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEARNER COMPETENT YES / NO

REASONS IF NOT YET COMPETENT:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **LEARNER SIGNATURE** |  | **DATE** |  |
| **ASSESSOR SIGNATURE** |  | **DATE** |  |
| **MODERATOR SIGNATURE** |  | **DATE** |  |