

**CONDUCT OUTCOMES-BASED
ASSESSMENT**

US 115753

NQF LEVEL: 5

CREDITS: 15

NOTIONAL HOURS: 150

ASSESSMENT INSTRUMENT

Name	
Contact Address	
Telephone (H)	
Telephone (W)	
Facsimile	
Cellular	

Instruction to the learner

This Learner Workbook contains all necessary activities and instructions that will enable the learner to gather evidence as required by the unit standard.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are required during the application of this assessment are also available in this workbook and should be strictly adhered to.

The learner must familiarise him/herself with learner guide before proceeding.

This guide provides step-by-step instructions for the assessment process of:

Course Name	Conduct Outcomes Based Assessment				
Unit Standard Name	Conduct Outcomes Based Assessment				
ID Number	115753	NQF Level	5	Credits	15

Please mark the learning program you are enrolled in:

Are you enrolled in a:	Yes	No
Learnership?		
Qualification?		
Skills Programme?		
Short Course?		

Please go through the Assessment Plan and Assessment Guide with your facilitator so that you are familiar with what you will be assessed on. Please make sure that you have signed all the relevant pages as set out in the Assessment Plan and Guide.

If you have any questions or are unsure of what is expected of you with regards to the submission of your Portfolio of Evidence (this workbook) please make sure that you ask the facilitator or assessor that has been appointed to support you with this.

Feel free to email any further questions to:

Date of Submission for assessment of this workbook will be on:

___/___/20__ **Formative assessment**

___/___/20__ **Summative assessment**

Should you not be able to submit this workbook / portfolio of evidence in time please make sure that you email us to: _____ requesting an alternative date for submission? Should you fail to do so – you might be requested to redo the course before you can be allowed to do the assessment (in cases where the US end date of registration has passed).

Submit your POE to:

NOTES TO LEARNER

- *You must complete the classroom activities whilst facilitation is taking place. The facilitator may stop at regular intervals to give you time to complete the activities.*
- *Please complete all work in blue or black pen. The assessor will not assess the evidence if completed in pencil.*
- *You are not allowed to copy from another learner. Any plagiarism committed will be viewed in a serious light and disciplinary action may be taken against you. Your work must be authentic i.e. your own work. Group work is allowed in certain activities but your answers must be your own original work after discussions in the group.*
- *You must sign the declaration contained in the assessment preparation and planning document declaring that all work is your own. If you do not sign this declaration, the assessor will not proceed with assessment and your results will be delayed.*
- *Please do not use any correction fluid i.e. tippex. Rather cross your work out and write next to your mistakes.*
- *The proficiency level required for each unit standard in the cluster is 50% per specific outcome per unit standard. If you are deemed Not Yet Competent in a unit standard, you will only be required to redo (remediate those sections in that unit standard.*
- *Any remediation must be submitted within 30 working days after you have received feedback*
- *If you have achieved any unit standards in this skills programme via another provider, please neatly draw a line through the section and indicate that a certified certificate has been submitted and is included in your administration section.*
- *Answer summative and formative questions and tasks.*

NOTES TO ASSESSOR

- *A marking memo which is a general guide is attached in the Assessor guide. This memo must not be followed rigidly – use your subject matter expertise and provide feedback in your assessor reports of where any amendments or additions must be made to the memo.*
- *All work must be completed by the learners in blue or black pen. Do not assess the evidence if completed in pencil.*
- *IDENTIFY any plagiarism committed and report this on the evidence summary sheets and to the Training Provider.*
- *Ensure that the declaration of authenticity is signed. Do not proceed with assessment if it is not signed.*
- *No correction fluid i.e. tippex may be used. If the learner has used tippex, make a circle around the answer and report on this in the evidence summary sheet.*
- *The proficiency level required for each unit standard in the cluster is **50% per specific outcome per unit standard**. Complete the mark allocation sheet at the back of the section with these results and indicate if the learner may proceed to the exam.*
- *Ensure that where full marks are obtained that the mark allocation is circled.*
- *Where marks less than the available marks are achieved, scratch through the total marks and write the obtained mark next to this.*
- *Assess the learners 1st submission in **red pen** and any remediation in **purple pen**.*
- *All observation checklist must be filled in accurately and completely giving positive as well as constructive feedback to guide the learner where they are NYC.*

FORMATIVE ASSESSMENT

Instructions to learner

- Complete all multiple choice and exercise questions.
- Answer all questions

MULTIPLE CHOICE QUESTIONS

Encircle the correct answer to the following questions:

1. Assessment is:
 - A) A process in which feedback is given on competence
 - B) A process in which evidence is gathered and evaluated against agreed criteria
 - C) A procedure one needs to follow to understand standards
2. Content based assessment
 - A) Instructional designers develop courses around the content
 - B) Emphasis is placed on learning outcomes of learning
 - C) Is teacher centred
3. What is Recognition of prior learning
 - A) Recognition of prior learning is giving acknowledgement to the learners compliance
 - B) Recognition of prior learning is giving feedback to learners
 - C) Recognition of prior learning is giving credit to what learners already know
4. What is an Assessment Method
 - A) The assessment method refers to the how ones sets standards
 - B) The assessment method refers broadly to how you assess an outcome
 - C) none of the above
5. A problem-solving exercise should have:
 - A) clear guidelines and a specified length
 - B) concise guidelines
 - C) specific guidelines
6. Fairness in assessment
 - A) An assessment should make it difficult for the learner to obtain
 - B) An assessment should not in any way hinder or advantage a learner
 - C) measuring what it says it is measuring
7. Practical Competence
 - A) The demonstrated ability to perform a set of tasks in an authentic context.
 - B) The demonstrated understanding of what the learner is doing and why
 - C) The demonstrated ability to integrate performance with understanding,
8. Unit Standards are:
 - A) Assessment tools
 - B) Unit standards are the parts which qualifications are made of.
 - C) none of the above
9. Formative assessment

- A) Formative assessment is assessment for making a judgement about achievement
- B) Formative assessment refers to assessment that takes place during the process of learning and teaching
- D) Both of the above

10. What process is learning?

- A) Learning is a passive process
- B) Learning is an active process
- C) Learning is a boring process

TOTAL MARK: _____ / 10

Question 5 (SO 1, AC 5)

Describe the approach of giving feedback on assessment results to candidates. (5)

Question 6 (SO 2, AC 1; AC 2)

Identify the communication methods that an assessor can use to notify learners, facilitators, and training provider about the dates and venue for assessments. (3)

Question 7 (SO 2, AC 3; AC 4)

I. identify the 3 pre-assessment moderation requirements (2)

II. Describe the process of explaining assessment details to candidates (5)

Question 8 (SO 3, AC 1)

Identify good practices when dealing with formative and summative assessment (6)

Question 9 (SO 3, AC 3)

Describe 3 different questioning techniques that can be used in eliciting appropriate responses from candidates during assessments. (6)

Question 10 (SO 4, AC 1)

Identify the reason why feedback must be given to learners promptly and confidentially. (2)

Question 11 (SO 4, AC 2)

Outline the process of giving feedback to candidates. (4)

Question 12 (SO 4, AC 3)

Explain how an assessor can give constructive feedback on assessments. (5)

Question 13 (SO 4, AC 4)

Identify documentation that can be used when receiving and recording feedback from learners. (5)

II. What can she do to shorten the time required for her to gain recognition / qualification?
(2)

III. Explain the RPL process to Refilwe. (5)

Scenario 2 (SO 3, AC 3; AC 4; AC 5, AC 6)

Study the Unit Standard below and answer questions that follow;

Demonstrate an understanding of an entrepreneurial profile

SAQA US ID	UNIT STANDARD TITLE			
263356	Demonstrate an understanding of an entrepreneurial profile			
ORIGINATOR		ORIGINATING PROVIDER		
Task Team - New Venture Creation				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard is for learners who are required to identify and develop within themselves, the personal characteristics of an entrepreneur that ensure the successful operation of a new venture. The unit standard also introduces the learner to the economic, administrative and behavioural (psycho-social) barriers that contribute to the success in starting and sustaining an enterprise. The learner will develop strategies to work effectively in a group and set personal goals in an entrepreneurial context.

Learners credited with this unit standard will be able to:

- Describe entrepreneurship.
- Describe the characteristics of a successful entrepreneur.
- Develop individual entrepreneurial characteristics.
- Explain methods to enhance an entrepreneurial profile.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 3.

UNIT STANDARD RANGE

- The individual`s context may include family, community, spaza, organisation or business.

- Entrepreneurial characteristics include, but are not limited to commitment, energy, need to achieve, tolerance for stress, decisiveness, and ability to deal with failure, ability to identify opportunities, to make informed decisions, ability to manage risk and time management.
- The role of entrepreneurship in social development: Job creation, empowerment, local wealth creation, urbanisation and negation of migrant labour.
- Address shortcomings: Skills training, assertiveness training or equivalent programmes.
- Aptitude and personality tests. Psycho-social barriers contributing to failure.
- Group work and group dynamics.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Describe entrepreneurship.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Entrepreneurship is discussed in terms of employment opportunities.

ASSESSMENT CRITERION 2

Entrepreneurial opportunities are identified and described within a specific economic area related to the interest of the learner.

ASSESSMENT CRITERION 3

An explanation is given of the advantages and disadvantages of entrepreneurship.

ASSESSMENT CRITERION 4

Reasons for business failure are identified and discussed with examples.

ASSESSMENT CRITERION 5

An explanation is given of the role of entrepreneurship in social development.

SPECIFIC OUTCOME 2

Describe the characteristics of a successful entrepreneur.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Examples of successful entrepreneurs are discussed in terms of their characteristics.

ASSESSMENT CRITERION 2

Skills, aptitudes, personality and values of entrepreneurial behaviour are clearly differentiated with examples.

ASSESSMENT CRITERION 3

The importance of each characteristic is analysed in the context of a specific new venture.

ASSESSMENT CRITERION 4

The technical, business, managerial and personal strategies required for establishing a successful venture are explained with examples.

SPECIFIC OUTCOME 3

Develop individual entrepreneurial characteristics.

OUTCOME RANGE

Develop refers to identifying, assessing and improving individual entrepreneurial characteristics.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A base-line knowledge of self in respect of personality, interests and aptitude is established by the learner.

ASSESSMENT CRITERION 2

The characteristics of a successful entrepreneur are identified and listed in the individual`s own context.

ASSESSMENT CRITERION 3

Own strengths and weaknesses as an entrepreneur are determined with examples.

ASSESSMENT CRITERION 4

Strategies to address shortcomings are developed and implemented where possible.

ASSESSMENT CRITERION 5

Enabling programmes for the new entrepreneur are identified and explained in terms of their benefits and limitations.

ASSESSMENT CRITERION 6

Short term goals are articulated and discussed for self in entrepreneurial context medium and long term goals are planned and determined in the context of sustainability.

SPECIFIC OUTCOME 4

Explain methods to enhance an entrepreneurial profile.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Methods of mind programming are explained within the context of career paradigm shift.

ASSESSMENT CRITERION RANGE

Methods include visualisation and affirmation.

ASSESSMENT CRITERION 2

An understanding of mental laws are explained using applicable theories.

ASSESSMENT CRITERION 3

Techniques and principles to implement a paradigm shift from employment paradigm to entrepreneurial paradigm are described in the context of development of business opportunities.

ASSESSMENT CRITERION 4

Personal strategic plan is designed and developed in order to select a feasible and viable new venture.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- Definitions of skills, aptitudes, personality and values.
- Reasons for business failure as a result of personal profile/attitude.
- Group dynamics and effective team strategies.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO COLLECTING

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- Entrepreneurship.
- The characteristics of a successful entrepreneur.
- Individual entrepreneurial characteristics.
- Methods to enhance an entrepreneurial profile.

I. Using the above unit standard, develop an assessment instrument for the following outcomes;

- Specific (SO) 1, Assessment criteria (AC) 1, 2, 3, 4
- SO 2, AC 1 (10)

NOTE:

- Make use of the blooms taxonomy provided.
 - Attach a copy of the assessment instrument in your POE
- II. Develop a marking memo for the assessment instrument that you developed in (i). Include the marking memo or rubric in your POE. (10)
- III. Give two colleagues in your class to build POE's against this assessment instrument. Collect the POE's and assess the answers provided. Attach the assessed POE's as evidence. (10)
- IV. Record the results of the learner in the assessment decision and evaluation report. (5)

Bloom's Level	Descriptive Verb	Key Words (descriptive tasks)
Knowledge	Remembering	define, duplicate, list, memorize, recall, repeat, reproduce state
Comprehension	Understanding	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Application	Applying	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analysis	Analyzing	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluation	Evaluating	appraise, argue, defend, judge, select, support, value, evaluate
Synthesis	Creating	assemble, construct, create, design, develop, formulate, write

SUMMATIVE ASSESSMENT

Instructions to learner (Candidate Assessor)

The following are mandatory requirements for this summative assessment;

- You are required to supply one of the unit standards you are currently assessing or intend to assess in the future **(Attach this in your portfolio)**.
- Organisational training and assessment policy including the appeal procedure or appeal form. Your training provider must supply one for you. **(Attach this in your portfolio)**.
- Two candidates you are assessing. These learners must prepare a portfolio against the unit standard that you shall use to conduct the assessment.
- Where possible, these assessments should be done under the supervision of a registered assessor or a line manager.

Project 1

Your task is to assess two candidates as per instructions above. During the process of assessment you are required to demonstrate competence in preparing for assessment, conducting assessments, giving assessment feedback, and reviewing the assessment process. To this end, you are required to provide evidence to prove that you completed all stages of the assessment process. Basic assessment templates have been provided:

Task 1 – PREPARE FOR THE ASSESSMENT

Prepare the learners for assessment. Follow the instructions below;

- I. Identify the resources that you will need to conduct the assessment. Record your resources in the assessment plan. (5)
SO 2, AC 1

- II. Prepare the assessment environment. The candidate assessor must explain how he/she prepared the assessment environment. (5)
SO 2; AC 1

- III. Write letters to the learners, facilitator and safety personnel notifying them of the dates for the assessment. (15)
SO 2, AC 2

- IV. Conduct a pre-assessment meeting in the presence of your assessor. The purpose of the meeting is to;
 - Explain the assessment process and
 - Gather information from the candidate relating to special needs, and RPL needs.Submit the following as proof;
 - A completed and signed assessment preparation form. (8)

- Copy of the completed observation checklist

SO 2; AC 4, AC 5

- V. Confirm the readiness of the candidate for assessment. The candidate assessor must submit letters of commitment for each learner. (4)
SO 2; AC 6
- VI. Develop the assessment instrument for the unit standard. Ensure that the questioning techniques are appropriate. The candidate assessor must submit a copy of the assessment instrument as evidence. (10)
SO 3, AC 3
- VII. Develop a marking memo for the assessment. Ensure that sufficient evidence is collected to enable valid, consistent, reliable and fair assessment judgement. (10)
SO 3, AC 4
- VIII. Complete all sections of the assessment plan. (4)
SO 1

TASK 2 – CONDUCT THE ASSESSMENT

Using the assessment plan, assessment instrument and memo provided (developed in Task 1), assess the POE submitted by your learners or assess the learner as he/she completes certain tasks. Follow the instructions below;

- I. Assess the learners in accordance with the assessment instrument and the assessment plan. This must be done in the presence of the assessor. The candidate assessor must ensure that;
- Assessment judgments are consistent with judgments made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.
 - Judgement is based on the marking memo and necessary evidence gathered.
- The candidate assessor must provide the assessed POE's as evidence and the observation checklist.
SO 3, AC 1/AC 2/AC5
- II. Record the results of the assessments. The candidate assessor must provide completed assessment decision and evidence evaluation record for each learner. (4)
SO 3, AC 6

TASK 3 – GIVE FEEDBACK ON ASSESSMENT

Using the assessment results from Task 2, you are required to give feedback to relevant parties. Follow the instructions below;

- I. Give assessment feedback to the learner orally and in written format. The feedback must be constructive, culturally sensitive, clear and confining to strengths and weakness in performance. In addition, the candidate assessor must reach an agreement with each learner in terms of the assessment results. The candidate assessor must submit;
 - Completed and signed assessor report. (8)
 - Observation checklist.

NB: The assessor must be present for the oral feedback session.

SO 4, AC 1/AC 2/ AC 3/AC 6

- II. Give assessment results to the training provider in written format. The candidate assessor must submit an assessment results report. (5)

SO 4, AC 1

- III. Collect feedback from the learners. The candidate assessor must provide a completed assessment review forms. (10)

SO 4, AC 4

TASK 4 – REVIEW THE ASSESSMENT

Write a detailed report reviewing the assessment that you have conducted (Task 1- Task 3). The report must cover the following areas;

- I. Strengths and weaknesses in the instruments, assessment design and the assessment process. (15)
- II. Analysis of feedback collected from the learners. This must be presented in graphical format.(5)
- III. Recommendations for future assessment designs, process and instruments. (5)
- IV. An assessor review checklist and learner assessment survey must be completed and attached to the report. (5)

SO 4, AC 1, AC 2, AC 3, AC 4

Project 2

Assume during the assessment process you discover that a candidate meets all the criteria for a particular specific outcome both in formative and summative assessment. Outline the judgment for this candidate using own assumptions and relevant assessment documentation. (5)

SO 3; AC 5

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	

Unit Standard Title			
ASSESSMENT DECISION			
Specific Outcome	Met requirements	Did not meet requirements	Comments

NAME: COMPANY: ID:	OBSERVATION EVALUATION CHECKLIST DATE: TIME:
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EVALUATION CRITERIONS	MET REQUIREMENTS	DID NOT MEET REQUIREMENTS	COMMENTS OR ACTION REQUIRED
TASK 1			
(IV) Conducting a pre-assessment meeting			
Explained the reason for meet			
Explained the to the candidate reason for the meeting and the purpose of the assessment.			
Discussed the assessment plan in detail.			
Explained the assessment process, showing assessment instruments to candidate and describing assessment conditions.			
Identified and explain the responsibilities of role-players during assessment.			
Described the evidence required for a learner to be declared competent.			
Explained how evidence will be judged.			
Explained to the candidate how to prepare: Give candidate summative task description.			
Confirmed with the candidate what he/she should bring to the assessment.			
Ensured that candidate understands the procedures of all assessment practices.			
Asked the candidate if he/she foresees any problems or identify any special needs.			
Checked with candidate that he/she clearly understands			

the assessment procedure.			
TASK 2			
Conducting assessment			
Assessment judgements are consistent and based on the marking memo			
The assessment plan and assessment instruments were being referred to during assessment			
Marks are allocated in accordance with the marking memo			
TASK 3			
Giving feedback orally			
Strengths and weaknesses of the learner with regards to performance was the basis of the feedback meeting			
Feedback given was justified			
Feedback was prompt and contributing to self esteem			
The learner felt encouraged and motivated after the feedback was given			
Feedback related to learning outcomes			
Learner agreed with the assessment results			
GENERAL COMMENTS:			
Date.....	Time started.....	Time completed.....	
FACILITATOR NAME	FACILITATOR SIGNATURE	ASSESSOR ENDORSEMENT (SIGNATURE)	

Formative assessment	
• Multiple choice	
• Exercise	
Total	
Summative project	
Grand total	

AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:			
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.			
Complete formative assessment			
Complete summative assessment			
Submit Portfolio of Evidence to Training Provider			
Assessor roles and responsibility			
Role players			
Responsibilities			
Candidate roles and responsibility			
Roles			

Responsibilities	
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Assessment Instruments		
Assessment Process		
Step	Date	
Feedback		
Recording Process		
Review Process		
Right to appeal	The candidate must be advised of the right to appeal.	
Accessibility and safety of environment	Step	Date
Resources Required		

Candidate Signature	Assessor Signature	Moderator Signature
Date	Date	Date

I confirm that:

- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____

Date: _____

Overall Assessment Decision	Met requirements	Did not meet requirements	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

ASSESSMENT PREPARATION

Preparing the Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why your are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the assessment procedure.			
Comments or questions:			
Signature of the learner		Date	

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Candidate Assessor Name	Signature

RPL INTERVIEW QUESTIONNAIRE

The purpose of the interview is two-fold:

- A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*

Did you attend all modules of the learnership / qualification training?

How were you prepared for assessments?

How were assessments conducted?

Did an accredited training provider conduct the course/s?

Did you attend classroom training during the course?

What work experience do you have to prove competence against a unit standard/s for RPL purposes? *(State number of year's experience)*

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Do you have a relevant certificate from an approved institution?

Do you have samples of work or other forms of evidence that can prove your competence?

Do you have a Grade 12 (Matric) with English and Maths, or English only?

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.

Name of learner	
Signature	
Date	
Candidate Assessor Name	
Date	

ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title			
ASSESSMENT DECISION			
Specific Outcome	Met requirements	Did not meet requirements	Comments
Overall Assessment Decision.			
Comments			
Date			
Signature of Assessor		Signature of Candidate	

ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD			
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgment was made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

LEARNER'S DECLARATION OF UNDERSTANDING

I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.

Learner	Date	Assessor	Date	Moderator	Date

