

ASSESSMENT PLAN

Note: This form has to be signed by both the learner and the assessor, before assessment takes place

Learner's Name & Signature			
Assessor's Name & Signature			
Assessment Requirements			
Special needs/ barriers to assessments:			
Event/Evidence	Date and time	Resources	Evidence to be generated
Attend Induction (Pre-Briefing Session)		-Orientation Guide -Learner Guide	Attendance Register Learner Feedback
Complete Portfolio of Evidence		-Skills Exercises -Assignments -Research -Knowledge Questionnaire	PoE File and Evidence
Submit Portfolio of Evidence to Assessor		-PoE -Documents	Acknowledgement of receipt from Assessor

ASSESSMENT PROCESS

Step	<p>Evaluation of assessment addressing essential Embedded Knowledge in unit standards. Evaluation of Research assignments and other evidence addressing specific unit standards. Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. Feedback: to Learner regarding sufficiency of evidence and possible interview to gain supplementary evidence. Feedback to Learner regarding assessment findings as well as review process.</p>
Feedback	<p>Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the Learner during assessment activities.</p>
Recording Process	<p>Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.</p>
Review Process	<p>The review process is the responsibility of the assessor and the Learner. Joint reviewing will take place after feedback has been given to the Learner.</p>
Right to appeal	<p>The Learner must be advised of the right to appeal.</p>

PRE-ASSESSMENT BRIEFING

To be completed with the facilitator/assessor during orientation:

Activity	[√]	Comments
Learner preparation		
Welcome the learner and make them feel at ease		
Explain the purpose of the meeting		
Explain the following: <ul style="list-style-type: none"> • NQF • Credits • Learning pathway • Participants (learner, facilitator, assessor, moderator, work supervisor) 		
Explain the principles of assessment (fairness, confidentiality, validity, sufficiency, consistency, etc.)		
Explain the assessment process: <ul style="list-style-type: none"> • Readiness for assessment • Learner rights • Learner responsibilities • Exit Level Outcomes/Specific Outcomes • Assessment Criteria • Assessment methods (observation, questioning, evaluation) • Judgement of evidence • Feedback by assessor and learner • Re-assessment • Appeals procedure 		
Complete Assessment Plan with the learner Discuss the following with the learner: <ul style="list-style-type: none"> • Special needs • Barriers such as language, disability etc. • Evidence for PoE • The assessment environment /venue • Assessment of PoEs • Moderation of PoEs • External Moderation - May overturn learner results 		
<p>I, (name and surname of learner) herewith declare that I have attended the above Pre-Assessment Briefing</p> <p>.....</p> <p>Learner's signature Date</p> <p>.....</p> <p>Assessor's signature Date</p>		

National Certificate: Professional Driving (NQF Level 03)	
Learner Surname and First Names:	
Learner Identity Number:	
Assessor Name:	
Assessor Registration No:	
Moderator Name:	
Moderator Registration No:	
Training Provider:	
Date of Submission:	

INDIVIDUAL LEARNER LOG SHEET

Item	Type	ID	UNIT STANDARD TITLE	NEW LEVEL	CRE DITS	Date Completed	Assessor Signature
1.	Elective	117171	Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2		

ASSESSMENT DECISION & EVIDENCE

Candidate's Name:	I.D :		
Assessor's Name :	REG.NO :		
Moderator's Name:	REG.NO :		
Qualification Title: Professional Driving (50285)			
ASSESSMENT DECISION			
Unit Standards	Formative Ass.	Summative/Practical	Decision
117171			
Overall Assessment Decision			
Candidates Signature		Date :	
Assessor's Signature		Date :	
Moderator's Signature		Date :	

Assessment Review

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
QUALIFICATION			
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 judgements 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

LEARNER APPEALS PROCEDURE

1. Learners are free to raise with the **trainer and assessor** any matters of concern of a general nature concerning assessment.
2. Learners with a concern over an assessment matter should raise this concern in the first instance with the trainer at the earliest possible opportunity to determine whether there are grounds for an appeal.
3. Should a case for an appeal exist; the learner together with the trainer should raise the matter with the assessor.
4. In this instance, the assessor can exercise one of three possibilities:
 - 4.1. alter the assessment if an error of judgement has been identified;
 - 4.2. Call for a reassessment; and
 - 4.3. Refute the claim either for an alteration of the assessment mark or reassessment.
5. A learner may be unwilling for a valid reason to discuss the concern with the trainer and/or assessor, or a learner may be dissatisfied with the outcome of the decision of the trainer and/or assessor. In this instance, the matter should be raised with the **management of the provider**.
6. Should a learner (appellant) still be dissatisfied with the decision of the provider, the learner may seek to have the matter considered for a formal appeal with the **SETA**.
7. An intending appellant shall submit in writing a notice of appeal as soon as possible containing the following:
 - 7.1. Learner's full name, course of study and year of study
 - 7.2. Names of trainer and assessor
 - 7.3. The grounds on which the appeal is based
8. The learner will normally be given 14 days to lodge an appeal with the SETA from the time of communication of the outcome of the internal appeal process by the provider.
9. The SETA may decline to consider an appeal against an assessment on the grounds which reasonably and more appropriately have been raised sooner.
10. The SETA shall consider the grounds of each appeal on the basis of the written evidence provided and may call for further evidence if required.
11. If necessary, and with 48 hours prior notice, the SETA may call an authorised accreditation advisor to visit the affected parties with a view to resolve the matter or gather more information.
12. After considering the evidence, the SETA may decide as follows:
 - 12.1. That the appellant's claim is rejected
 - 12.2. That the appellant's claim is accepted
13. If the appellant's claim is rejected, the individual is precluded from resubmitting an appeal.

14. If the appellant's claim is accepted, the provider is instructed to either reassess or alter the appellant's assessment mark as determined by the SETA.
15. If the appellant is dissatisfied with the final outcome of the appeal as determined by the SETA, then the individual can appeal to the **South African Qualifications Authority**.
16. Finally, if the appellant is still of the view that justice has not been served, the individual has the right to appeal to the **Minister of Education**.

NOTE:

Learners and providers are strongly encouraged to internally resolve matters arising out of assessment decisions as far as possible. Only when all avenues for resolving such matters have failed, should redress be sought with the ETDP SETA.

CANDIDATE APPEAL FORM

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Qualification id Title:		
Date:		
SECTION 1		
Candidate's reason for disagreeing with the assessment decision.		
Assessor's rationale for the assessment decision.		
Candidate's signature.		
Assessor's signature.		
SECTION 2		
Moderator's decision.		
Moderator's signature.		

DECLARATION OF AUTHENTICITY

I

.....

.....

(Full name and surname of learner)

Understand plagiarism is:

- Copying someone else's work and presenting it as my original work
- Allowing a fellow learner to copy my work
- Paraphrasing verbatim (word for word) without referencing
- Submitting the same answers as my fellow students when working in a group

Understand the consequences of plagiarism:

- I will receive a written warning explaining the possible consequences of plagiarism
- I may be suspended from the programme
- No marks will be awarded for the specific assignment
- A disciplinary hearing may be held

To avoid plagiarism:

- I have to acknowledge sources by referencing the sources
- Submit authentic answers different to the answers of other learners in the group
- Not allow other learners to copy my work

I hereby declare that ALL the evidence in this Portfolio of Evidence is entirely my own original work and examples, unless indicated as group work, where my contribution is authentic.

Learner's signature:

I

.....

.....

(Full name and surname of Assessor)

I am satisfied that the above declaration is true.

Assessor Signature: