|  |
| --- |
| Formative Assessment Instrument |
| ***Module 4*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Skills Program 4-Unit Management**

**Module Credit Total: 52**

SECTION 1: FORMATIVE ASSESSMENT INSTRUMENT

Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Welcome to your Formative Assessment!**

This document deals with the formative assessment of your competence towards the outcomes which you need to achieve.

The formative assessment activities and questions in this section count towards your overall competence and also prepare you for the summative assessment to follow. Ensure that all the questions are answered in filled giving examples where asked.

**Document Index**

|  |  |
| --- | --- |
| **Content Description** | **Page** |
| **Index and Welcome** | 4 |
| **Memorandum of Assessment** | 6 |
| **Assessment Plan and Appeals Form** | 7 |
| **Pre-Assessment Checklist** | 12 |
| **Formative Assessment: Knowledge Questionnaire** | 13 |
| **Formative Assessment: Classroom Activity Confirmation** | 22 |
| **Feedback** | 23 |
| **Assessment Judgement and Report** | 24 |
| **Assessment Evaluation** | 25 |

**Module 4: Unit Standard Cluster Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252022 | Develop, implement and evaluate a project plan | 5 | 8 |
| 252040 | Manage the finances of a unit | 5 | 8 |
| 114212 | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | 4 | 3 |
| 12140 | Recruit and select candidates to fill defined positions | 5 | 9 |
| 252033 | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | 5 | 8 |
| 114226 | Interpret and manage conflicts within the workplace | 5 | 8 |
| 15230 | Monitor team members and measure effectiveness of performance | 5 | 4 |
| 15224 | Empower team members through recognising strengths | 5 | 4 |

|  |
| --- |
| **Instructions & Memorandum of Assessment** |

You will be required to complete the following sections of this document which forms part of your overall formative assessment.

**Section 1: Formative Assessment**

* 1. **Classroom: Formative Knowledge Questionnaire**

These knowledge based questions will be based on the outcomes and content of your classroom training session. Please answer all the questions provided as this will also form part of your portfolio of evidence.

* 1. **Classroom: Practical Assessment Activities and Assignments**

These activities will be completed during the classroom or facilitation session and can be found in the learning material.

**SECTION 2: Summative Assessment**

“Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Summative Assessment consists of:

* 1. **Observational Assessment and Workplace Assignments**

To be completed in the workplace by your facilitator and / or assessor based on your performance at the end of the course.

* 1. **Summative Knowledge Assessment**

Please complete the assignment by following the instructions provided.

* 1. **Personal Narrative**

The personal narrative offers a chance for you to reflect on the requirements of the required outcomes and reflexive competence in the application of the learning.

* 1. **Witness Testimony**

The witness testimony consists of a testimonial based on your performance as observed / reviewed by your Supervisor / Manager in the workplace.

* 1. **Logbook**

Please complete the Log Book by following the instructions provided.

**LEARNER ASSESSMENT PLAN**

***Please tick next to the unit standards you are being assessed against.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **UNIT STANDARD TITLES** | **NQF level** | **Credits** |  |
| 252022 | Develop, implement and evaluate a project plan | 5 | 8 |  |
| 252040 | Manage the finances of a unit | 5 | 8 |  |
| 114212 | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | 4 | 3 |  |
| 12140 | Recruit and select candidates to fill defined positions | 5 | 9 |  |
| 252033 | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | 5 | 8 |  |
| 114226 | Interpret and manage conflicts within the workplace | 5 | 8 |  |
| 15230 | Monitor team members and measure effectiveness of performance | 5 | 4 |  |
| 15224 | Empower team members through recognising strengths | 5 | 4 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Evidence of activity will be found where** | **Place & planned date of activity** | **Date**  **Completed** |
| Training | Classroom training registers | Training Provider  Date: |  |
| Self-assessment | Assessment contract signed & dated | Learner file  Date: |  |
| Assessment contract | Assessment contract signed & dated | Learner file  Date: |  |
| Initial meeting | Assessor briefing checklist | Learner file  Date: |  |
| Unit Standard No | Assessment contract & assessment plan | Learner file  Date: |  |
| Formative Assessment | Assessment instruments | Learner file  Date: |  |
| Summative Assessment | Assessment instruments | Learner file  Date: |  |
| Other Evidence | Research portfolio (if applicable) | Learner file  Date: |  |
| Feedback | Feedback Report | Learner file  Date: |  |
| Moderation | Moderators report | Learner file  Date: |  |
| Judgement | Assessor Summary Report / Moderator report | Learner file  Date: |  |
| 1st Reassessment | Assessors summary report / instruments | Learner file  Date: |  |
| 2nd Reassessment | Assessors summary report / instruments | Learner file  Date: |  |

**Special arrangements for assessment**

|  |
| --- |
| Place |
| Language |
| Resources |
| Barriers |

**People to be involved with assessment**

|  |  |
| --- | --- |
| Learner: | Manager: |
| Trainer: | Mentor / Coach: |
| Assessor: | Moderator: |

**Next steps for learning**

|  |
| --- |
|  |
|  |
|  |

**Resources required for this assessment**

|  |
| --- |
|  |
|  |

**Guidelines to the learner:**

|  |
| --- |
|  |
|  |

Learners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s signature: Date:

Assessors Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor’s signature: Date:

|  |  |
| --- | --- |
| |  | | --- | | **ASSESSMENT APPEALS PROCEDURE** |   1. A learner has the right to appeal under the following circumstances   * If the laid down assessment procedures were not followed during assessments * If not all evidence available was taken into account during the assessment * The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process * The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard * Not all the range items were available for assessment   2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.  3. A learner bringing an appeal should complete the “Learner’s Notice of Assessment Appeal “form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.  4. Should the internal moderator re-affirm the assessor’ decision, the learner may appeal to the external verifier within 2 days after the initial moderator’s feedback session. The external verifier’s decision will be final. Should the external verifier re-affirm the assessors’ decision, the cost for re-evaluation will be upon the learner. Should the verifier’s decision differ from the assessor’s decision, the cost for re-evaluation will be borne by the assessor. |

|  |
| --- |
| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

|  |  |  |
| --- | --- | --- |
| **No** | **Tick the applicable ground(s) for appeal** | **Tick** |
| 1 | The assessment did not follow the laid down procedure |  |
| 2 | Not all evidence available was taken into account during the assessment |  |
| 3 | The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process |  |
| 4 | The assessment was not according to the performance criteria and the range statement stipulated in the unit standard |  |
| 5 | Not all the range items were available for the assessment |  |

**Reasons for Appeal**

|  |  |
| --- | --- |
| **No** | **Please give detailed reasons for the choice(s) above** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Learner’s signature: Date:

Employee witness: Date:

|  |
| --- |
| **PRE-ASSESSMENT MEETING CHECKLIST** |

**Points Assessor must cover in the initial meeting with the learner - Please tick**

| **Item** | **Points to be covered** | **Tick** |
| --- | --- | --- |
| 1 | Welcomethe candidate **and put them at ease** |  |
| 2 | **Explain the purpose of the meeting** (why you are there and how long the meeting will take) |  |
| 3 | **Explain the**   * NQF * Credits * Certification process * Learning pathways |  |
| 4 | **Explain**   * Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) * Principles of assessment (fairness, confidentiality, validity, sufficiency) |  |
| 5 | **Explain the assessment process?**   * Check learner readiness for assessment (logbook / self-assessment) * Assessment contract to be completed * Preparation of learner (this meeting) * The assessment (observation and knowledge questionnaire) * Judgement of the evidence * Outcome of assessment (competent, not yet competent, need further evidence) |  |
| 6 | **Give Learner copies of the following documentation and explain each document**   * The Assessment Guide which includes   + The relevant unit standard (s)   + Assessment contract   + Assessment plan   + Observation checklist   + Knowledge checklist |  |
| 7 | **Discuss the assessment plan** (complete the assessment plan document)   * Allow the learner to participate in the decisions made * Agree on dates, time and venue for the assessment and feedback * Agree on evidence the learner can submit * Agree and explain the assessment methods * Identify and discuss special assessment needs of the candidate * Identify and eliminate unfair barriers (language, disability etc) * Discuss and agree on witness requirements |  |
| 8 | **Tell the candidate his/her rights and responsibilities, the assessment procedures and policies**   * How many times they may be assessed * Appeals process / procedure * Reassessment policy |  |
| 9 | **Ensure the assessment environment is appropriate** or make special arrangements |  |
| 10 | Discuss moderation |  |
| 11 | Allow the learner opportunity to clarify any items discussed |  |

|  |  |
| --- | --- |
| Learner declaration of acceptance of assessment instruments and relevant documentation: Date: | |
| Learners Name: | Signature |
| Assessors Name: | Signature: |

**FORMATIVE ASSESSMENT**

* 1. **knowledge questionaire**

**Instructions to the Learner:** The following questions must be answered in filled giving examples where asked. Please read all the questions carefully and take time to consider your answer before recording it.

|  |
| --- |
| UNIT STANDARD: 252022 Develop, implement and evaluate a project plan |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain the term budgeting and how it impacts on a business.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain the importance of being to delegate tasks effectively in the workplace.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain a typical application / use for a Gantt chart in a business environment.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the impact of using an efficient project plan in project management.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Will result in unsatisfied clients | Will result in easier / more efficient project implementation | Will be able to manage progress of project easier | This has no benefits at all |
|  |  |  |  |

|  |
| --- |
| UNIT STANDARD: 252040 Manage the finances of a unit |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain the “terms and ratios” as used in a financial environment.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. List the key differences between finances and accounting.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. In your own words, explain the meaning of the following term “financial relationships”.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the correct format to report the result of a company’s expenses.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Business conference | Internal Memo | Financial report | Expenditure report |
|  |  |  |  |

|  |
| --- |
| UNIT STANDARD: 114212 Explain the impact of organizational wellness on a business environment and indicate a strategy for a business unit |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked.

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. List five (5) factors that can impact on wellness in a business environment?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. Explain the positive or negative impact of each one of the five factors which you have identified.

|  |  |
| --- | --- |
| Factor | |
| Example: Worksite | |
| Positive | Negative |
|  |  |

|  |
| --- |
| **US REFERENCE: SO1 AC2** |

1. Explain how the contribution of norms and values ad to the wellness of an organisation. Make use of an example to explain your answer.

|  |
| --- |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC3** |

1. Explain how the following organisational support systems could increase the wellness of an organisation.

|  |
| --- |
| Conflict resolution policies and procedures |
|  |
| Effective communication systems |
|  |
| Resource availability |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC4** |

1. Explain the impact of the lack of peer support on an organisation.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC5** |

1. Explain the concept of “company climate” with reference to sense of community, positive outlook and shared vision. Make use of an example to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| UNIT STANDARD: 12140 RECRUIT AND SELECT CANDIDATES TO FILL DEFINED POSITIONS |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. You will need to answer the questions in line with the operating procedures of the packaging machine in use in your organisation.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Give examples of and describe the relevant legislation relevant to the recruitment of candidates in your organisation.

|  |
| --- |
| As per the learner’s specific organisational policies and procedures. |
|  |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Describe why it is important for you to have an in depth understanding of the industry in which you plan to recruit staff into. Make use of examples to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| UNIT STANDARD: 252033 Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked.

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. Explain the definition of dread diseases.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC2** |

1. Give examples of at least three (3) different dread diseases and explain how each can be transmitted.

|  |
| --- |
| Disease |
|  |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO1 AC3** |

1. Give examples of common “untruths” or misconceptions about some of the dread diseases mentioned above.

|  |
| --- |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO2 AC1** |

1. List examples of law or legislation that addresses the rights of people affected by dread diseases. Make use of examples to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO2 AC2** |

1. Explain the current legislation in terms of the privacy and confidentiality rights of the affected persons. Make use of examples to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO2 AC3** |

1. Give at least two (2) examples of unfair dismissals relating to dread diseases.

|  |
| --- |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO2 AC4** |

1. Explain the procedures in place in your organisation to deal with unfair discrimination in the workplace.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO3 AC1** |

1. Explain the possible impact that dread diseases could have on the performance of a business.

|  |
| --- |
|  |

|  |
| --- |
| UNIT STANDARD: 114226 – Interpret and manage conflicts within the workplace |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **Specific Outcome 1: Describe the main sources of conflict.** |

**Assessment Criteria**

**1.1** List possible sources of conflict, including perceptions and assumptions with examples of where they are most likely to occur.

|  |
| --- |
|  |

**1.2** Explain the positive and negative characteristics of conflict in the workplace by giving examples to explain your answer.

|  |
| --- |
|  |

**1.3** Explain the organisational conflict mode by using examples.

|  |
| --- |
|  |

**1.4** Describe conflict, which may arise in personality types, through using transactional analysis.

|  |
| --- |
|  |

|  |
| --- |
| **Specific Outcome 2:** **Explain appropriate techniques in conflict management.** |

**Assessment Criteria**

**2.1** Explain the various business conflict modes by using examples to explain your answer.

|  |
| --- |
|  |

**2.2**. List possible useful steps to be taken to manage conflict by using examples to explain your answer.

|  |
| --- |
|  |

**2.3**. Describe the route which conflicts normally follow toward resolution by making use of examples to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| **Specific Outcome 3:** **Describe the appropriate action plan and strategies to manage conflict.** |

**Assessment Criteria**

**3.1** List which methods are available for use to resolve conflict in terms of the Labour Relations Act.

|  |
| --- |
|  |

**3.2** List the most appropriate strategy which could be used to resolve a particular conflict is and then explain why you have selected that particular choice of strategy.

|  |
| --- |
|  |

**3.3** Explain the role of policies and procedures in place in your organisation to prevent and/or resolve conflicts.

|  |
| --- |
|  |

|  |
| --- |
| **Specific Outcome 4: Explain the attributes of an effective conflict manager.** |

**4.1** List the personal attributes of a good conflict manager with examples of how each characteristic contributes to conflict resolution.

|  |
| --- |
|  |

**4.2** List the negative attributes which should be avoided or controlled by an effective conflict manager and explain what negative effect each has on the resolution of conflict.

|  |
| --- |
|  |

|  |
| --- |
| UNIT STANDARD: 15230 – Monitor team members and measure effectiveness of performance |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US 15230 SO1 AC 1** |

1. Make use of your organisation’s business plan and organisational standards to set performance standards for your department. (Attach a sample of the business plan here) \* Ensure that these standards are clear and concise.

|  |
| --- |
|  |
|  |
|  |
|  |

|  |
| --- |
| **US 15230 REF: SO 1 AC 1** |

1. Identify the typical functions, activities and information systems which you will monitor to ensure optimum performance.

|  |  |
| --- | --- |
| **Functions:** | **Performance Monitoring System** |
|  |  |
| **Information Systems:** |  |
|  |  |

|  |
| --- |
| **US 15230 REFERENCE: SO 2 AC 4** |

1. Describe the methods used to receive and give both positive and negative feedback in a constructive manner.

|  |
| --- |
|  |

|  |
| --- |
| **US 15230 REFERENCE: SO 4** |

1. Describe possible problems which you could experience when monitoring performances. Suggest suitable solutions to overcome each problem.

|  |  |
| --- | --- |
| **Possible Problem** | **Solution** |
|  |  |

|  |
| --- |
| UNIT STANDARD: 15224 EMPOWER TEAM MEMBERS THROUGH RECOGNISING STRENGTHS, ENCOURAGING PARTICIPATION IN DECISION MAKING AND DELEGATING TASKS |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO1 AC 1** |

1. Explain the role, duties and responsibilities of each team member in the section / division / department together with the level of performance expected of them and an indication of how they fit into the work of the section.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO 1 AC 2** |

1. Explain the motivational theories by Mazlow and Herzberg.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO 1 AC 3** |

1. Identify and explain brainstorming techniques. Make use of an example to explain your answer.

|  |
| --- |
|  |
|  |

|  |
| --- |
| **US REFERENCE: SO 1 AC 4** |

1. Identify and explain negotiation techniques. Make use of an example to explain your answer.

|  |
| --- |
|  |

|  |
| --- |
| **US REFERENCE: SO 1 AC 5** |

1. Describe feedback techniques which are followed and implemented in your organisation.

|  |
| --- |
|  |

FOR ASSESSOR

File Checked:

|  |  |
| --- | --- |
| Date | Assessor Signature |
|  |  |
|  |  |
|  |  |
|  |  |

This is to verify that the learner has completed all the above and has achieved competence.

Assessor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor Reg. No:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is to verify that the assessor has observed me in the workplace.  
  
Learners Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners Reg No:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learners Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**FORMATIVE ASSESSMENT**

* 1. **Classroom workbook – Section 2**

**Instructions to the Learner:** The following section requires you to check and confirm the completion of all the activities and questions in your learner manual.

|  |
| --- |
| Formative Assessment Activities: Learner Manual |

**Instructions**: Check to confirm that you have sufficiently completed all the questions and activities found in your learner manual as instructed by your facilitator during the facilitation session.

**2.1.1 Learner Confirmation:**

I agree that I have checked my learner manual to confirm that I have completed all the questions and activities which are required by me and as indicated by my facilitator.

|  |  |
| --- | --- |
| Please mark (x) next to the corresponding answer | |
| Yes | No |
|  |  |

**2.1.2 Learner Signature:**   
  
Learners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners Registration No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learners Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 201\_\_/\_\_\_\_/\_\_\_\_

|  |
| --- |
| **FEEDBACK SECTION** |
| Comments from Learner: |

|  |  |
| --- | --- |
| **JUDGEMENT REPORT** | |
| Meet the requirements:  Requires additional evidence:  Can continue to the next assessment: | Do not meet the requirements:  Requires another assessment:  Requires another assessment by another assessment: |
| Action required: By when: | |
| **Assessor’s feedback remarks** | |
|  | |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| 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 Name & Signature Date | Assessor Name & Signature Date | Moderator Name & Signature Date |

|  |
| --- |
| **ASSESSMENT DECISION AND DECLARATION** |

**Indicate with a tick in the relevant sections:**

|  |  |
| --- | --- |
| The learner has not submitted sufficient evidence and is therefore not yet competent |  |
| The learner is required to submit additional evidence against the following: |  |
| The learner is required to improve in the following: |  |
| The learner is required to be reassessed: |  |
| The learner is required to be assessed by another assessor: |  |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes and covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
| --- | --- |
|  |  |
| Assessors full name & signature | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |
| --- | --- |
| **Reassessment Decision** | |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
| --- | --- |
|  |  |
| Assessors full name & signature | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EVALUATION OF ASSESSMENT** | | | | | | | | |
| **Learner Name** |  | | | **Assessor name** | | | |  |
| **Unit Stds** |  | | | **Date** | | | |  |
| **Review dimension** | | **Learner**  **Yes No** | | | **Assessor**  **Yes No** | | **Action** | |
| Were the principles / criteria for good assessment achieved? | |  |  | |  |  |  | |
| Did the assessment relate to the registered standard? | |  |  | |  |  |  | |
| Was the assessment practical? | |  |  | |  |  |  | |
| Was it time efficient and cost-effective? | |  |  | |  |  |  | |
| The assessment did not interfere with my normal responsibilities? | |  |  | |  |  |  | |
| Was the assessment instrument fair, clear, and understandable? | |  |  | |  |  |  | |
| The assessment judgment was made against set requirements? | |  |  | |  |  |  | |
| Was the venue and equipment functional? | |  |  | |  |  |  | |
| Were special needs identified and the assessment plan adjusted? | |  |  | |  |  |  | |
| Was feedback and communication constructive? | |  |  | |  |  |  | |
| Was an opportunity to appeal given? | |  |  | |  |  |  | |
| Was all evidence recorded? | |  |  | |  |  |  | |
| Were the review / evaluation process apparent and user friendly? | |  |  | |  |  |  | |

|  |  |  |
| --- | --- | --- |
| **Learner Declaration of Understanding** | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | |
|  |  |  |
| Learner Name & Sign Date | Assessor Name & Sign Date | Moderator Name & Sign Date |