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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT** | Learners are required to have an NQF Level 3  Numeracy and English |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the Modules of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain entry in the final External Integrated Summative Assessment (National Assessment). This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Module Topics which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Qualification Overview

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **Occupational Certificate: Transport Clerk** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 94025 | Occupational Certificate: Transport Clerk | | | |
| **ORIGINATOR** | | | | |
| Development Quality Partner-TETA | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| QCTO - Quality Council for Trades and Occupations | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Occupational Certificate | Field 11 - Services | | Transport, Operations and Logistics | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 121 | Not Applicable | NQF Level 04 | Regular-ELOAC |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 06120/18 | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *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.* |

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| This qualification does not replace any other qualification and is not replaced by any other qualification. |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| Purpose: The purpose of this qualification is to prepare a learner to operate as a Transport Clerk. A Transport Clerk compiles and keeps records of operational aspects and coordinates the timing of passenger services in accordance to a schedule, contract and/or private hire, and prepares reports for management.  A qualified learner will be able to:   Plan and prepare transport schedule.   Allocate and dispatch drivers to shifts.   Monitor and inspect trips and maintain operational documents and records.   Prepare reports for management.  Rationale: South Africa, as is the case with all industrialised and developing countries, has a need of a skilled workforce that is able to provide the products and services required by its citizens. South Africa has to compete internationally with other countries in marketing its products and services. What matters in the global economy are high quality products and services, which in turn require high levels of skill and productivity in the country offering them. The particular skills shortages related to the South African economy and its intended growth rate have been identified and the Training Providers is seen as an ideal vehicle to address those shortages. This should result in South Africa having the kind of employees who are able to supply products and services that match those offered by other countries.  Transport operations deal with the movement and supply of freight (goods and livestock) and passengers from origin to destination in terms of stakeholder requirements. It involves the movement of any and all goods and materials from raw material stages, through the manufacturing process, to the delivery of finished products and their disposal. It also deals with the routing and/or scheduling of freight and passengers, using all transport modes and related activities. (Related activities include warehousing).  This qualification establishes the essential knowledge and skills required for the competence to facilitate Transport Operations, and specify the assessment requirements for recognition at this level. Learners completing this qualification will be able to facilitate operations within the transport environment, within a framework of company specific policies, processes and procedures.  This qualification will provide learners with access to employment opportunities within the Transport Operations environment. Learners will be able to take responsibility for the facilitating the transportation of goods nationally as well as internationally. The benefit for organisations and the community lies in the continuous improvement of transport service levels. Government is also committed to improving the public service by supporting the transformation of transport operations. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.  RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| This qualification is made up of the following compulsory Knowledge and Practical Skill Modules: Knowledge Modules:   Health, Safety, Quality and Legislation, NQF Level 4, 8 Credits.   Environment, Energy Efficiency and Ethics, NQF Level 4, 4 Credits.   Industry Contexts, NQF Level 4, 7 Credits.   Business Essentials, NQF Level 4, 5 Credits.   Transport Risk, NQF Level 4, 6 Credits. Total: 30 Credits.  Practical Skill Modules:   Plan and prepare transportation schedule, NQF Level 4, 20 Credits.   Co-ordinate the allocation of drivers to vehicles and confirm pre-inspection reports, NQF Level 4, 15 Credits.   Allocate inspectors/regulators/point dispatchers to points and compile inspections/monitoring sheets and reports, NQF Level 4, 10 Credits. Total: 45 Credits.  This qualification also requires the following Work Experience Modules:   Developing transport schedules, NQF Level 4, 10 Credits.   Assigning of driver schedules and collation of trip documentation, NQF Level 4, 20 Credits.   Monitoring trips and conduct route allocation inspections, NQF Level 4, 16 Credits. Total: 46 Credits. |

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| **EXIT LEVEL OUTCOMES** |

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| 1. The ability to plan and prepare transport schedule. 2. The ability to allocate and dispatch drivers to shifts. 3. The ability to prepare reports for management. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| Associated Assessment Criteria for Exit Level Outcome 1:   Transport activities are selected and recorded according to standard operational procedure.   Vehicles are selected and classified according the Road Traffic Act, customer requirements and standard procedures.   Selection of driver availability is done according the RTA, RTQS system and standard procedures.   Customer requirements and specifications are considered in the planning and preparation of the transportation schedule.   Documents are selected and completed according to standard operational procedures and validated against Legislation.   Demonstrate knowledge and understanding of planning and preparing a transportation schedule.  Associated Assessment Criteria for Exit Level Outcome 2:   Coordination of drivers are in line with the trip request received and according to standard operational procedure.   Pre-trip vehicle inspection forms conform to legislation and standard procedures and checklist.   Demonstrate knowledge and understanding of allocating and dispatching drivers to shifts.  Associated Assessment Criteria for Exit Level Outcome 3:   Vehicle inspectors are appointed and dispatched in accordance with company regulations.   Vehicles operations are conducted and assessed in accordance with standard operational procedure.   Reports are compiled and inspected following rules, regulations, policies and procedures.   Demonstrate knowledge and understanding of preparing reports for management.  Integrated Assessment: Integrated Formative Assessment: The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.  Integrated Summative Assessment: An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the Exit Level Outcomes and Associated Assessment Criteria. |

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| **INTERNATIONAL COMPARABILITY** |

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| The international comparability study conducted specifically focused on identifying occupational standards or qualifications used in other countries that might contain indicators of best practice that could be used for comparison to or in the development of the transport clerk (transport coordinator) qualification at NQF Level 4 to be submitted for registration on the South African NQF.  The following possible best practice exemplars were identified:   Elements and scope in relevant to transport functional areas within the Australian Qualifications Framework.   Functional tasks and job profiles from Australia, United Kingdom, United States America, New Zealand.  The data collection process included the following:   Focus of international benchmarking, which occurred continually throughout the Project, through an open communication process, consultation as well as requested comments and Standards.   The international comparability study was done in various countries, such as Australia, New Zealand, United Kingdom and South Africa.  Conclusion: The majority of our consultation processes included in depth industry consultation with individuals in constant contact with international academic and trade bodies assisting us with the content and applications.  The identification of tasks and job profiles is based upon a sound methodology and extensive consultation with practitioners, resulting in valid and credible outputs that informed the development of the qualifications and unit standards. Useful comparisons may be drawn between the environmental trends identified in the best practice countries and those affecting the competencies covered in these qualifications and unit standards. |

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| **ARTICULATION OPTIONS** |

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| This qualification may articulate to other qualifications in the area of Transport, Operations and Logistics. |

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| **MODERATION OPTIONS** |

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| N/A |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| N/A |

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| **REREGISTRATION HISTORY** |

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| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2015. |

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| **NOTES** |

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| Qualifying for External Assessment: In order to qualify for an external assessment, learners must provide proof of completion of all required modules by means of statements of results and work experience including Foundational Learning Competence or equivalent.  Additional legal or Physical Environment: None  Criteria for the Accreditation of Providers: Accreditation of providers to provide this qualification will be done against the criteria as reflected in the relevant curriculum on the QCTO website.  The curriculum title and code is Transport Clerk: 432301000.  Trades Covered by this Qualification: This qualification covers the following trades as recorded on the NLRD: None  Part-Qualifications: None. |

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| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

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| **NONE** |

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| **PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:** |

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| *This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.* |

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| **NONE** |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

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| **CANDIDATE’S SIGNATURE** | **DATE** |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

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| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

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| **Module Topic #** | **Module Topic Title** | **LEVEL** | **Weighting** |
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***Insert the unit standard information in the table above for which you want to apply for an appeal***

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| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

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| **CANDIDATE’S SIGNATURE** | **DATE** |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

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| **MODERATOR’S SIGNATURE** | **DATE** |

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## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following Modules of the **Occupational Certificate: Transport Clerk** Qualification registered on the National Qualifications Framework (NQF) with 121 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Module 1: Industry Contexts**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Module** | | | | |
| KM-03-KT01 | Introduction to the Transportation industry | 4 | 100% | 2 Days |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **7 Credits** | |

**Module 2: Health, Safety, Quality and Legislation**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Modules** | | | | |
| KM-01-KT01 | Theories and principles of relevant legislation, regulations, codes and by-laws | 4 | 30% | 1Day |
| KM-01-KT02 | Concepts, theories and principles of first aid | 4 | 10% | 1Day |
| KM-01-KT04 | Concepts, theories and principles of fire fighting | 4 | 25% | 1Day |
| KM-01-KT03 | Theories, concepts and principles of quality control in transportation | 4 | 25% | 1Day |
| KM-01-KT05 | Theories and principles of HIV and Aids | 4 | 10% | 1Day |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **8 Credits** | |

**Module 3: Environment, Energy Efficiency and Ethics**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Modules** | | | | |
| KM-02-KT03 | Theories, concepts and principles of ethics | 4 | 30% | 1Day |
| KM-02-KT01 | Theories and principles of relevant environmental sustainability requirements | 4 | 40% | 1Day |
| KM-02-KT02 | Concepts, theories and principles of energy efficiency | 4 | 30% | 1Day |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **04 Credits** | |

**Module 4: Communication Theory**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Modules** | | | | |
| KM-04-KT02 | Methods, principles and techniques of communication | 3 | 100% | 2Days |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **NA - Credits Integrated with Module 06** | |

**Module 5: Transport Risk**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Modules** | | | | |
| KM-05-KT01 | Incidents and accidents | 4 | 50% | ½ Day |
| KM-05-KT02 | Medical Emergency | 4 | 50% | ½ Day |
| KM-04-KT04 | Maps and Applied Science | 4 | 25% | 2 Days |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **06 Credits** | |

**Module 6: Business Essentials**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Knowledge Modules** | | | | |
| KM-04-KT01 | Basic Business Principles | 4 | 25% | 1Day |
| KM-04-KT03 | Customer Relations | 4 | 25% | 1.5 Days |
| **TOTAL KNOWLEDGE MODULE CREDIT VALUE** | | | **05 Credits** | |

**Module 7: Plan and prepare transportation schedule**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Practical Skills Modules** | | | | |
| PM-01-PS01 | Conduct preparatory activities | 4 | 34% | 1 Day |
| PM-01-PS02 | Interpret customer needs and specifications | 4 | 33% | 1 Day |
| PM-01-PS03 | Prepare operational documents | 4 | 33% | 1 Day |
| **Workplace Skills Module** | | | | |
| WM-01-WE01 | Observe and assist an experienced transport scheduler develop a transport schedule | 4 | 34% | Integrated |
| WM-01-WE02 | Prepare and develop a transport schedule | 4 | 33% | Integrated |
| WM-01-WE03 | Autonomously prepare and develop a transport schedule | 4 | 33% | Integrated |
| **TOTAL PRACTICAL SKILLS MODULE CREDIT VALUE** | | | **20 Credits** | |
| **TOTAL WORKPLACE SKILLS MODULE CREDIT VALUE** | | | **10 Credits** | |

**Module 8: Co-ordinate the allocation of drivers to vehicles and confirm pre-inspection reports**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Practical Skills Module** | | | | |
| PM-02-PS01 | Coordinate and allocate drivers and vehicles | 4 | 50% | 1Day |
| PM-02-PS02 | Confirm pre-inspection reports | 4 | 50% | 1Day |
| **Workplace Skills Module** | | | | |
| WM-02-WE01 | Allocate drivers to vehicles | 4 | 50% | Integrated |
| WM-02-WE02 | Collate trip documentation | 4 | 50% | Integrated |
| **TOTAL PRACTICAL SKILLS MODULE CREDIT VALUE** | | | **15 Credits** | |
| **TOTAL WORKPLACE SKILLS MODULE CREDIT VALUE** | | | **20 Credits** | |

**Module 9: Allocate inspectors/regulators/point dispatchers to points and compile inspections/monitoring sheets and reports**

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| **Module Topic Code** | **US TITLE** | **LEVEL** | **Module Weighting** | **No of Training Days** |
| **Practical Skills Module** | | | | |
| PM-03-PS01 | Allocate inspectors/regulators/point dispatchers to points to compile inspections / monitoring sheets and reports | 4 | 50% | 1Day |
| PM-03-PS02 | Compile Transportation Administrative Reports | 4 | 50% | 1Day |
| **Workplace Skills Module** | | | | |
| WM-03-WE01 | Monitor the arrival and departure times | 4 | 50% | Integrated |
| WM-03-WE02 | Compiling a report on all anomalies | 4 | 50% | Integrated |
| **TOTAL PRACTICAL SKILLS MODULE CREDIT VALUE** | | | **10 Credits** | |
| **TOTAL WORKPLACE SKILLS MODULE CREDIT VALUE** | | | **16 Credits** | |

**EISA – External Integrated Summative Assessment Preparation**

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| **EISA Integrated Assessment Focus Area** | **Focus Area Title** | **LEVEL** | **Module Weighting** | **Number of Training Days** |
| **EISA** | | | | |
| EISA Focus Area 1 | The ability to plan and prepare a transport schedule | 4 | 50% | 1 Day |
| EISA Focus Area 2 | The ability to allocate and dispatch drivers to shifts | 4 | 25% | ½ Day |
| EISA Focus Area 3 | The ability to prepare reports for management | 4 | 25% | ½ Day |
| **Learner to undertake EISA** | | | | |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

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| Formal credits or certification on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

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| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the Modules I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

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| **CANDIDATE’S SIGNATURE** | **DATE** |